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SCHOOL LIFE



February

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IN THIS ISSUE

▼
Security • Schools Without Security • Helping the Unemployed • Education in the News • Indian Education • National Resources Report • Vocational Education in 1934 • What Has Happened to *Our* Schools? • Subsistence Homesteading

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U. S. Department of the
Interior, Washington,
D. C., for published
information on—

Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

School Finance

School Legislation

Exceptional Child
Education

Rural School Problems

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Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Foreign Education

Adult Education

SCHOOL LIFE

Congress, in 1907, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



QUESTIONS

How many schools are there in the United States?
(By types and by States)

How many pupils do they enroll?
(By type of school, public and private)
(By sex)

How many college students have been registered since 1900?

How many students have graduated from American high schools
and colleges since 1890?

How many living graduates are there in our country?

How many school teachers are employed in the United States?

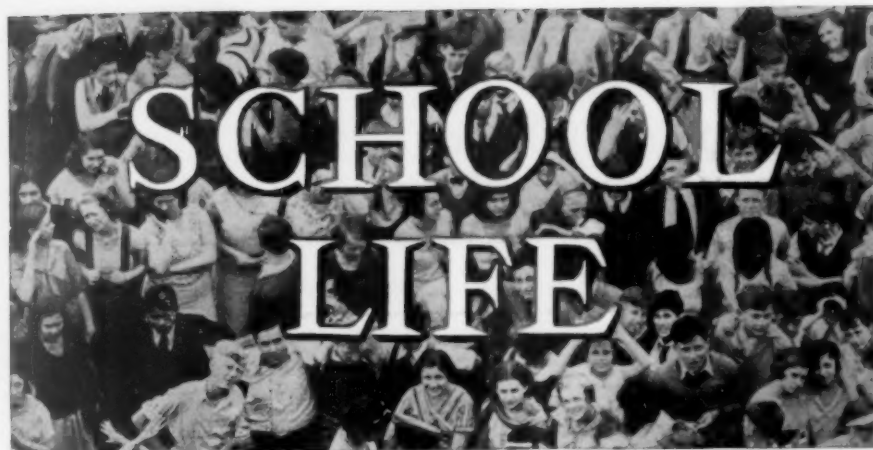
What is the income for our schools, both public and private, and the
source of income?

What is the amount of school expenditure, both public and private?

What is the value of school property in the United States?

ANSWERS

The STATISTICAL SUMMARY OF EDUCATION just off the
press supplies answers to these and many more questions important
to educators and to education. Order this useful educational fact
and figure guide from the Superintendent of Documents, Govern-
ment Printing Office, Washington, D. C., price 5 cents.



For February • 1935



Table of Contents



Security.....	Page 122
Schools Without Security—HOWARD DAWSON.....	123
Helping the Unemployed.....	124
Education in the News—JOHN H. LLOYD.....	126
Indian Education.....	127
Subsistence Homesteading—BRUCE L. MELVIN.....	128
What Has Happened to <i>Our</i> Schools? JAMES F. ABEL.....	131
The Vocational Summary—CHARLES M. ARTHUR.....	132
Future Farmers Scale the Heights.....	133
Tennessee and Maine—W. S. DEFFENBAUGH.....	134
Educators' Bulletin Board.....	135
To C. C. C. Educational Advisers—C. S. MARSH.....	136
National Resources Report.....	137
Vocational Education in 1934—C. M. ARTHUR.....	138
Electrifying Education—CLINE M. KOON.....	140
Schools Report—W. S. DEFFENBAUGH.....	140
The Colleges—WALTER J. GREENLEAF.....	141
Measurement Today—DAVID SEGEL.....	142
New Government Aids for Teachers—MARGARET F. RYAN.....	144

The cover design for this issue of SCHOOL LIFE is a prize drawing by Miss Adelaide Coch, Rhode Island School of Design, Providence, R. I. See page 130 for honorable mention drawings by J. Stanley Perry, Esther Almy, Bessie Dearden, and Dorothy Greene.

Since Last We Met

Alabama has been added to the list of States receiving emergency aid from F. E. R. A. to keep schools running. Federal aid has reopened the schools of Escambia County which were closed December 7 when funds were exhausted. Other States receiving emergency help: North Dakota, South Dakota, Arkansas.



Helen Richey, daughter of Supt. Joseph B. Richey of McKeesport, Pa., is the first woman air mail flyer. She flies the Washington-Detroit run.



Will Rogers—Congressman Will Rogers in this case—has probably the longest teaching record of any Member of Congress. For 15 years he served as teacher and superintendent in Oklahoma. Before his first election to Congress 2 years ago he was superintendent at Moore, which has one of Oklahoma's largest consolidated schools—700 pupils, 10 busses. Congressman Rogers, as guest speaker on our Education in the News program, January 2, pointed out Congress' continued interest in education.



Assistant Commissioner for Vocational Education J. C. Wright brought back in addition to an official report a delightful motion-picture record of his trip to the Pan-American meeting on education held in Chile last September.



One of the most affectionate portraits of a teacher we have ever read is "Good-bye, Mr. Chips," a recent, brief, and heart-warming book by James Hilton.



"Let Them Sample Their Life Jobs," is the title of M. K. Wischart's very human and thorough description of the promising educational experiment begun at Carmel, N. Y., with the aid of Dr. E. K. Taylor.



Pictures are coming, hurrah, hurrah! Even in school surveys! See how vividly they present important facts in the new Maine school survey made under the direction of Dr. Paul Mort, of Teachers College, Columbia University. (Page 134.)



Another feature of this school survey is, we believe, relatively new. Publicity for the facts was planned from the outset of the survey by Mr. Clyde Miller, of Teachers College, Columbia University. The

[Continued on page 142]

Security

AN IMPORTANT declaration on education appears in the report of the Committee on Economic Security. We take pleasure in presenting it. SCHOOL LIFE readers will recall that President Roosevelt appointed a committee to recommend plans and legislation for improving the economic security of Americans through unemployment insurance, old-age pensions, and other means. Secretary Frances Perkins, of the Department of Labor, was chairman. Other members were Henry Morgenthau, Jr., Secretary of the Treasury; Henry A. Wallace, Secretary of Agriculture; Homer Cummings, Attorney General; and Harry L. Hopkins, Federal Emergency Relief Director. They were assisted by technical experts and a citizens' advisory council headed by Frank P. Graham, president, University of North Carolina. That education is closely related to economic security the committee clearly saw. On the subject, "Educational and Rehabilitation Services", the committee made the following observations and recommendations.—*Editor.*

Services

Education, training, and vocational guidance are of major importance in obtaining economic security for the individual and the Nation. And we have at various points in this report made brief references to the importance of vocational guidance and training in the readjustments which are necessary in a coordinated attack on the problem of individual economic security. We here wish to further emphasize that the educational and vocational equipment of individuals is a major factor in their economic security.

At this time it is tragically evident that education and training are not a guarantee against dependency and destitution. Yet there is no reason for losing faith in our democratic system of education; the existing situation merely has brought into bold relief the fact that education, to fulfill its purposes, must be related much more than it has been to the economic needs of individuals. It has become apparent particularly that education cannot be regarded as completed upon leaving school. It has brought out poignantly the

★ EDUCATIONAL and Vocational Equipment is a Major Factor in Economic Security, the President's Committee Declares

difference between schooling and education. In a day and age of rapidly changing techniques and market demands, many people will find it necessary to make readjustments long after they have first entered industry. Adjustment of our educational content and technique to this situation is a vital need in a long-range program for economic security.

In the years immediately ahead, when there is certain to be a large problem in the economic rehabilitation of so many individuals, there is a peculiar need for

however, is most desirable. To a considerable extent the Federal Government is already participating in this endeavor, and we believe that it should continue to do so, if possible, on an extended scale.

What to do with regard to the army of unemployed youths continues to be one of the gravest problems of this Nation. Obviously what the great majority need is a chance to work at some job, a chance to develop skills and techniques. In any program of employment they must be given their fair share of available jobs. For many, however, a training program would be of great benefit. This can be developed satisfactorily only with the assistance of the Federal Government. The local school facilities are not able to take care of their normal tasks, and find it impossible to develop needed vocational-training programs at all commensurate with this problem.

At this point we desire to call special attention to the importance of special programs for the physically handicapped, of whom there are many millions in this country. Since the passage in 1920 of the Federal Vocational Rehabilitation Act, the Government has been assisting the States in a service of individual preparation for and placement in employment of persons vocationally handicapped through industrial or public accident, disease, or congenital causes.

Forty-five States are now participating in this program, and since it was launched approximately 68,000 permanently disabled persons have benefited from this service. The work done has shown gratifying annual increases, even in the depression, but is still small in comparison with the need. The desirability of continuing this program and correlating it with existing and contemplated services to workers in the general program of economic security we believe to be most evident.

Message

ANYONE interested in the economic security program and its implications for education will want House Document No. 81, Message of the President Recommending Legislation on Economic Security with the Report of the Committee on Economic Security. Price 10 cents. Send orders to the Superintendent of Documents, Washington, D. C.

educational and training programs which will help these worst victims of the depression to regain self-respect and self-support. While men have so much leisure time, those who can profit from further education and training should be afforded an opportunity to make such use of their leisure. Particularly for the young workers and those who have little hope of returning to their old occupations, the need for educational and vocational training and retraining programs is clearly indicated.

Education has been regarded in this country as a responsibility of the State and local governments and should remain so. In the joint attack on economic security which we suggest, Federal participation,

Schools Without Security

DEFINITE reports from 40,498 schools in 26 States enrolling 3,177,422 pupils show that these schools do not have sufficient funds on hand nor in sight to pay their teachers for a full school term this year.

In these schools there are 94,026 teachers who cannot be paid by their districts for 1 to 4 months short of the normal school term in those districts.¹ This fact means one of two things: Either the schools will close or the teachers will donate their time and services. In order to pay these teachers an average salary of \$60 per month it will require \$13,892,573 in additional funds. (See Table I.) The actual deficit in current operating funds reported in those districts totals \$22,144,924.

A study of the situation in the several States by the Office of Education has been underway for several weeks. Reports for all the States are not complete, but an analysis of all the reports for 12 States and of part of the reports in 4 others has been completed. Results of the analysis were announced at the annual meeting of the State superintendents and commissioners of education December 10 and 11. Additional reports are being received and the complete results will be tabulated and announced at an early date.

The need for emergency financial aid in the distressed school districts will probably be about the same as it was last year, when somewhat less than \$17,000,000 was provided by the Federal Emergency

¹ Normal term here means the customary term in the district affected. This in many cases is only 3 or 4 months.

TABLE I.—Partial data showing the number of teachers to be paid for various numbers of months and the amount of funds required at \$60 per month for teachers

Number of months pay is needed	Number of teachers	Funds required for salaries
4	26,522	\$6,365,280
3	12,128	2,183,040
2	23,017	2,762,040
1	24,113	1,446,780
1 to 4 months	85,780	12,757,140

★ DR. HOWARD DAWSON Shows That the Emergency in Education is Still With Us—2,800,000 Children Involved

Relief Administration to pay the salaries of teachers to keep schools open for the customary length of school term.

There has been considerable discussion as to the number of closed schools last year as well as this year. It is rather difficult to tell how many schools will be closed or would have been closed without financial assistance. It is, however, relatively easy to tell how many schools have

no money at all to pay their teachers. There are 585 such schools in which there are 55,936 children and 1,697 teachers. (See table II.)

During the first part of October of this year it was announced that the President had requested the Emergency Relief Administration to pay the salaries of teachers for a period of 3 months in schools whose funds were exhausted. Data have

[Continued on page 133]

TABLE II.—Data concerning schools without any funds to operate in 1934-35 and for which no provision is made for sending pupils to other schools

State	Number of schools	Number of school districts	Number of pupils	Number of teachers	Funds required for 4 months at salary \$60 per month
Arkansas.....	270	149	48,658	1,305	\$313,200
Colorado.....	4	4	31	4	960
North Dakota.....	178	159	1,952	159	38,160
South Dakota.....	130	120	5,250	225	54,000
Texas.....	2	2	36	3	720
Washington.....	1	1	9	1	240
Total 6 States.....	585	435	55,936	1,697	407,280

TABLE III.—Funds required to pay salaries of teachers for 3 months or less to Jan. 31, 1935

[The data of this table include the data shown in table II and are included in the data shown in table I]

State	Number of teachers to be paid for—			Total number of teachers, 1 to 3 months	Funds required at \$60 per month per teacher
	3 months	2 months	1 month		
Alabama.....	359	1,486	4,506	6,441	\$518,700
Arizona.....		34	60	94	7,680
Arkansas ¹	3,371	752	675	4,798	737,520
Colorado.....	4		75	79	6,220
Florida.....	22		140	162	12,360
Mississippi.....			3,993	3,993	239,580
Nebraska.....	8	13	34	55	5,040
North Dakota ¹	940	573	372	1,885	260,280
Ohio.....	610	935	1,305	2,850	300,300
Oklahoma.....	549	692	1,215	2,456	254,760
Oregon.....		48	126	174	13,320
South Dakota ¹	345	60	120	525	76,500
Tennessee.....	78	9	240	427	38,520
Texas.....	58			58	10,440
Washington.....	1	3		4	540
Wisconsin.....			1,090	1,090	65,400
Total.....	6,345	4,605	14,141	25,091	2,548,160

¹ Being paid by F. E. R. A.

Helping the Unemployed

HOW the vocational-education program is functioning in the relief of unemployment is vividly portrayed in a series of reports coming in from the States.

From Colorado

Some States have concentrated on the problem of putting unemployed youth to work. In several Colorado communities, for instance, a plan has been put into operation whereby young people are given training in a variety of occupations. Arrangements have been made for them to receive practical training in business houses and industrial establishments on a part-time basis. On completion of their training period, they are usually absorbed into the industry in which they have received training. But whether employed or not, they have acquired employment experiences and good work habits that are assets to them in seeking employment. Fifty-four different types of occupational training which may be given under this plan are listed by the State director for vocational education, H. A. Tiemann. Among these are auto mechanics, baking, banking, bookbinding, carpentry and building, chemistry, dental assistance, dyeing and cleaning, floriculture, instrument making, jewelry and watch repairing, lumbering, library, elevator and milling work, motion-picture operation, nursing, painting and decorating, printing, retailing, real estate, shoe repairing, stenography, telegraphy, weaving, and welding.

From Georgia

From M. D. Collins, State Superintendent and Director of Vocational Education in Georgia, comes the report that funds provided under the George-Ellzey Act have made possible the establishment of vocational agriculture departments in 60 additional rural communities. Teachers in new and old departments are devoting a considerable portion of their time to helping individuals on rural rehabilitation rolls and destitute families establish themselves in farming on a subsistence basis. As a part of the educational program set up for these people, each

teacher has, through local support, established a community canning plant that is open for the use of relief families without any charge. Adults enrolled in classes for those on relief have been given instruction in producing vegetables for home use, especially for canning. Teachers of vocational agriculture have assisted Georgia farmers in preserving more than 2 million cans of fruits, vegetables, and meats for their own use.

From Louisiana

In Louisiana the home-economics program undertaken with George-Ellzey funds has made possible the employment of 28 white teachers and 30 Negro teachers. Teachers have given special training in planning, preparing, and serving low-cost meals; improving homes; developing home gardens and canning surplus food; renovation of clothing and construction of suitable clothing from inexpensive materials; care and guidance of children; and health and home care of the sick.

Home-economics teachers employed have been those unable to secure regular teaching positions. Negro schools have emphasized training that will enable pupils over 16 years of age to get part-time employment in homes after school hours. Teachers in charge of this work also instruct special classes of girls over 16 years of age and homemakers in fields leading to employment in domestic service and related occupations. Clyde Mobley, head of the State Department of Home Economics, reports this program will provide training in homemaking vocations for approximately 6,000 girls and 1,000 women.

The instances cited are typical of those reported generally by the States. A bulletin covering services being rendered in the States under vocational programs is now being prepared by the Vocational Education Division of the Office of Education.

Illustrations, typical of many new services being undertaken by vocational education for the relief of unemployment throughout the United States, appear on the opposite page.

About the Pictures

1. "Relief" gardens—community and individual—in Elwood, Ind., in which townspeople and the vocational agriculture department—teacher and students—have cooperated in the past 3 years, have yielded a large quantity of canned goods for the needy. Illustration shows 114 volunteer workers making war on weeds in a community potato field.

2. More than 25,000 cans of fruit, vegetables, and meats preserved for home consumption under the supervision of the vocational agriculture teacher, in Leslie, Ga., kept a number of families off the relief rolls.

Canning centers of the type here pictured, open to relief families without charge, have been established through local support in a large number of communities in the State.

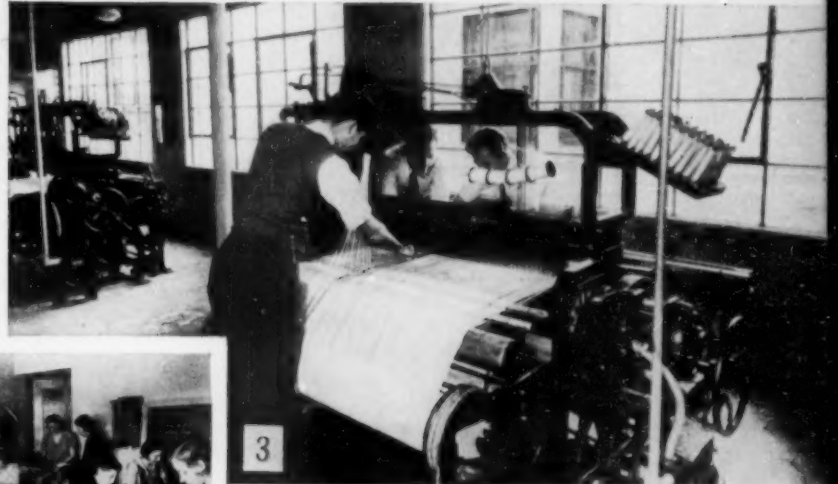
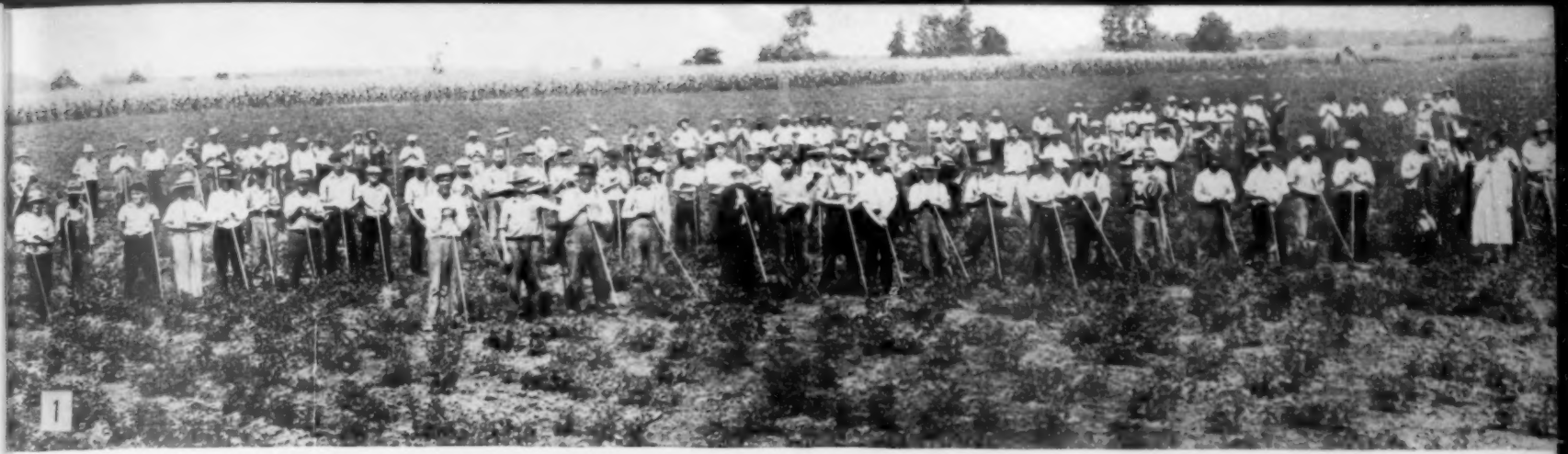
3. Fifty former rubber workers, retrained as silk workers in a Williamsport, Pa., vocational school, are now employed in the local silk industry. While the course was designed for unemployed rubber workers, a number of unemployed girls and young men in other than the rubber industry enrolled and were successfully trained for silk weaving.

4. One of the vocational sewing centers in Athens County, Ohio, in which 100 women, sole supporters of their families, received pay for making clothing for the needy, and at the same time were given instruction in sewing methods, nutrition, and health.

5. Unemployed persons in a vocational class in New Mexico built their own school, where they are now being taught native crafts—spinning, weaving, wood-working and leather working—fields in which there is a shortage of skilled workers.

6. One field of industrial activity in which there is little chance of overproduction is that of producing the precious metals. Hundreds of unemployed men in the States of Oregon and Nevada who enrolled in placer mining and prospectors' classes sponsored by the vocational education agencies were last year enabled to make a living.

7. Not many vacant seats in this class at the Washburne Continuation and Apprentice School, Chicago, whose most important work in the past few years has been "the training and placing of victims of the depression." Some 50 short unit courses of from a month to two months' duration are offered by this school.



Education in the News

MILLIONS of newspapers come from the Nation's press every day. The news they print informs the American public and influences public opinion. What does the press of the United States report on education and our American schools?

Each day, to Uncle Sam's Division of Press Intelligence, in the huge Commerce Building, come newspapers from 350 key cities throughout the country. These papers, from centers of 50,000 population or more, bring to the Nation's Capital the reports and opinion of the press on affairs of government, current happenings, and expressions of thought.

The Federal Office of Education has arranged to have the Press Intelligence Division review newspapers daily for outstanding educational news. Hundreds of clippings have already reached the Editorial Division. From them have been selected brief sentences or paragraphs for use in *SCHOOL LIFE*, so that our readers may take a newspaper birdseye view of education from a national perspective.

Good news

Announcements of progress come from many cities, including Pontiac, Mich., Los Angeles, Calif., Houston, Tex., New York City, and Chicago. Pontiac foresees a 9-month school term this year, with current tax collections slightly better than last year. Pontiac also reports experimental introduction of a new type of report to parents regarding children's progress in school. New report cards diminish emphasis on competitive records. Los Angeles will abolish long hours of home study for pupils in the first eight grades. Home study will also be sharply restricted for high-school students. Houston ended the past year with a cash surplus of between \$600,000 and \$650,000, which will be used to restore teacher salaries. In New York City more than a half million parents visited the schools during Open School Week and were reeducated as to what education is actually accomplishing.

Crime and education

Crime and education occupy considerable space in today's newspapers.

★ WHAT the Newspapers of the United States Report to the Reading Public on Schools and School Activities— Compiled by John H. Lloyd

Our "orgy of crime is not traceable to the failure of the educational system", reported Dr. B. O. Dugan, University of Tennessee. He said that as education increases, criminality decreases, and that one of every 5 persons in the penitentiary today comes from the illiterate 5.5 percent of the State's total population. Agreeing with Dr. Dugan, Sydney B. Hall, State superintendent of schools in Virginia, says: "Education is the best investment business and industry can make. Of 500 prisoners in Sing Sing, 225 left school before finishing the sixth grade. Only 8 of 500 had completed a college education." Addressing the Pennsylvania State Education Association, Governor Paul V. McNutt, of Indiana, declared, "The United States is spending \$1,500,000,000 a year to incarcerate 500,000 prisoners, while schools spend only \$200,000,000 more to educate 26,000,000 children."

Crisis

Schools in many sections of the United States still need financial aid. Kalamazoo, Mich., reports that its public-school term will be 2 months short, with income decreased \$120,000. Rural schools in Forrest County, Miss., will also be 2 months short this year, 6 months instead of 8, if "Federal aid is not forthcoming." Teachers in this county are said to have received only \$105 for first 4 months of

this school year. An Associated Press bulletin, headlined "No money—School closed", told of closing of Tinley Park (Ill.) grade school, the third county school to close because of lack of funds. "Public education in Illinois still faces an economic crisis", according to the Springfield, Ill., Register of December 19. "Almost every school is offering boys and girls fewer opportunities than they had 2 years ago—there are drastic cuts in salaries and operating expenses of from 30 to 50 percent. Certain districts are paying teachers in orders which may never be cashed. The State distributive fund to elementary schools is nearly \$15,000,000 in arrears." And another crisis report from Arkansas: "Unless funds are obtained at once, 48 rural schools in Pulaski County will have to close before the end of January", the Little Rock Democrat announced.

Financing education

With many State legislatures in session, methods of financing education are being discussed very widely. For schools in Florida, which may lose \$3,000,000 under homestead exemption, a sales tax to insure an annual average salary of \$1,000 for every teacher, principal, and supervisor in the State is proposed. Arkansas wants a sales tax not to exceed 3 percent, repeal of the 3-mill property tax, and budget supervision for distribution of school funds. In Alabama they are "trying to cut 30 percent base pay out of school employees in Mobile County to 20 percent", through a Federal grant of \$100,000 requested. Fines of \$20,000, poll tax of \$4,800, dog taxes, and special funds are contributing to financing the schools in Mecklenburg County, N. C. Governor Martin, of Washington, in a Seattle address recently said, "No State that will spend \$37,000,000 for hard liquors, beer, and their accessories will protest at \$15,000,000 for common schools of the State. We will

LET US know if you appreciate this new service of *SCHOOL LIFE*. If you do we will continue it. If you wish further information about any statement made, you can borrow from the Federal Office of Education the newspaper clipping from which the notation was made. Address the Editorial Division, Office of Education, Washington, D. C.

lower the cost of government, but we will not lower the cost of schools."

Teaching

A number of articles in the newspapers are of interest to teachers. Rev. John F. O'Hara, C. S. C., president of the University of Notre Dame, recently addressed the annual meeting of Sportsmanship Brotherhood at New York, saying, "As in athletics the game is the thing, in education the development of the child is the thing." South Carolina State Board of Education has decided to emphasize teaching the evils of alcoholic drinks. Miss Selma Borchardt, national vice president of the American Federation of Teachers, in discussing rating of teachers in the District of Columbia, recently said

that "each supervisory officer should be required to submit periodically to each teacher whom he marks a detailed constructive criticism of her work with specific recommendations for improvement." Dr. William T. Melchoir, professor of educational supervision, Syracuse University, in an address at Jacksonville, Fla., declared: "Supervision pays in terms of pupil happiness, pupil progress, parent satisfaction, community pride, teacher rejuvenation, and longevity and loyalty. It means a reduction of retardation, truancy, and general juvenile delinquency." Dean Russell, of Teachers College, Columbia University, recently asked teachers to strive for a "balanced view between

extremes of radical and conservative thought."

Looking forward

Many educators are predicting what will happen in education in the future. Looking forward, Dr. Lyman Bryson, professor of education, Teachers College, Columbia University, says that adult education will become a regular function of the public-school system throughout the country within the next decade. Speaking of "Children of tomorrow", Dr. L. A. Pechstein, dean, University of Cincinnati School of Education said: "Psychologically much that hampers the children of today must disappear. The teacher must avoid treating the child as inferior, must avoid withholding praise for work well done, must avoid stifling the creative tendency, and must avoid adult insistence upon law." Long-time planning should be the only planning if the need for school buildings is to be met economically and sensibly, reported the Charleston, W. Va., Mail, in reply to a meeting of county superintendents held in Charleston, advocating an annual building program involving millions of dollars. Dr. C. A. Prosser, director, Dunwoodie Industrial Institute, Minneapolis, Minn., addressing a Berkeley, Calif., meeting foresees "the problem of rising age of school release and of entrance to employment destined to remake our secondary schools and to give vocational educators their most difficult problems to solve and their greatest opportunity for service through the expansion of their work." Among developments President Lotus D. Coffman, University of Minnesota predicts as he looks forward are: "Disappearance of honor and credit systems, together with examinations by instructors; increased training and guidance for unemployed youth; a new type of adult education to bring up-to-date education of both professional and nonprofessional groups; an increased demand for more general education, and creation of institutions for technical instruction to be operated in cooperation with trades and professions." A final look into the future by Dr. Frederick P. Keppel, president, Carnegie Corporation, reveals the following: "If it is to survive as a characteristic feature of American education and American life, the independent college must become a very different place from the conventional type which prevailed in the first quarter of the century. Changes cannot be solved by money alone, but must be brought about by a fundamental change in the attitude of the institution toward the student and a different conception by the student of his purpose in attending college."

Indian Education

BUILDERS.—Indian boys of the Oglala Community High School, Pine Ridge Reservation, receive practical instruction in building through the opportunity to work on real buildings under the guidance of craftsmen, themselves Indians, who act as teachers. Three construction projects have been undertaken in order to develop Indian carpenters and brick masons—a practice house at the Oglala School, a community bathhouse at Kyle Consolidated School, and a combined day-school building and a teachers' home at Slim Butte.

Policy.—The Indian Service is constructing during the year approximately 110 day schools on Indian reservations throughout the United States to take care of Indian children, for many of whom no schools have been available in the past, and for others who have been attending boarding schools at a distance from their homes. These schools will not only provide a general education, but also instruction in craft and industrial work of particular value to Indian children in their home life.

Some 10 or 12 of the old boarding schools for young children have already been closed. Most of them have been converted into day schools for children living in the vicinity or for children who can be brought to the schools in busses. The Indian Service program is to provide education as far as possible in schools near Indian homes so that the children may live in their own homes. Boarding schools will be continued for orphans and children from broken homes. Other boarding



Practice Cottage, Oglala Community High School, Oglala, S. Dak.

schools will be continued for the teaching of trades, agriculture, homemaking, and other vocations for older pupils.

Pledge.—Leading anthropologists of the country attending the recent meeting of the American Association for the Advancement of Science held in Pittsburgh, pledged assistance to Commissioner of Indian Affairs, Mr. John Collier, in the work of rehabilitating Indian communities and in the development of an Indian program directly related to the life and needs of Indian people.

Subsistence Homesteading

THE proper educational program to be formulated and put into execution in or in connection with the homestead units being established by the Division of Subsistence Homesteads is basic if the purposes for which the Division was established are accomplished, and at the same time both the educational activities and work of the Division fit into National, State, and local planning. Adequate attention must be given to the human element in our economic planning or the economic planning itself will prove futile.

Social planning is the providing of means by which families and communities may make their constructive adaptations to changed and changing agricultural, industrial, and economic bases of living, and in that respect education is essentially a fundamental part. The Division of Subsistence Homesteads is one of the Federal agencies engaged in assisting families to make needed adjustments through the providing of homes for low-income groups.

This Division is establishing three types of projects: [a] Those in areas contiguous to industrial centers, known as workingmen's gardens; [b] Those for stranded industrial workers such as the coal miners of many West Virginia communities; and [c] Those for workers and tenants in agriculture where by such a method the decentralization of industrial population may be aided. The first of these types is increasingly dominating the program. Therefore this article is given almost completely to a discussion of educational problems as they relate to this type of project. Also the tendency for the Division to give its major support to putting low-income families—those receiving less than \$1,200 a year—on tracts of land from which a home and a food supply be received is in accordance with the outstanding population trend of the last 15 years. Automobiles and good roads having overcome distance, thousands of families, even before the depression began, turned to the country round about their places of employment and built themselves homes, where the cow, the hen, and the garden could add food to the table. The depression accentuated the movement and at the same time aggravated a serious social

★ HOW DOES Education Come into the Picture of This New Federal Government Activity? Dr. Bruce L. Melvin Explains for School Life Readers

condition in that the poor frequently went to the poorest land. The families who had their homes prior to 1929, from all evidence, have resisted the depression much more effectively than those who had had similar cash incomes but who had remained within the urban centers. Thus, when the Division of Subsistence Homesteads places families where they can work in an urban center, either in part or full time, and provide the families an opportunity to produce food for themselves, it is assisting a social movement inherent in our changing life.

The three "outs"

The objectives toward which the work of the Division is directed and which are growing more distinct, are: [a] providing security through home ownership, [b] assisting in the rebuilding of democratic neighborhood communities, [c] restoring

to our society a realization of the intrinsic value of family life lived as a unit and close to the beauties that nature affords.

An outstanding writer on social problems, some years ago, said there were three outs in life, "out of home", "out of work", and "out of health." Any person dealing directly or indirectly with the present-day struggles realizes that the human harvest society is now reaping consists of men and women who have lost their homes, have had their jobs broken from under them, and who are now broken both in health and morale. If our American history were written in terms of depressions, many pages would be devoted to the American tragedies of men and women caught between the nether stone of economic insecurity and the upper stone of a lost home. It has occurred this time. But unlike recovery periods of previous depressions, the Federal Govern-



A Typical Subsistence Homestead.

ment is assisting those whose incomes are habitually low to secure a home with its roots in the soil, and thereby provide a place to work when the factory closes or at an off season of the year.

It is trite to say that the automobile and tractor in the country and electricity and the factory of the city destroyed the character building and social control neighborhood and communities of the country, but it is true. Neighborhood communities must be rebuilt, and the rebuilding must be in accordance with living conditioned by the machine.

The point or center for such rebuilding by and through the neighborhood community is, according to the best evidence, the elementary school. If the most efficient elementary school is one having from 200 to 250 children, the neighborhood communities should have from 200 to 300 families. Interests of adults gravitate about their children. Moreover, this form of neighborhood is emerging within our "rurban" territory like the coming of the daisy in the springtime. An excellent example is an elementary school of six rooms in the suburban territory of Washington, D. C., near Alexandria, Va. This school has a parent-teacher organization that assists the school financially, which seems to be its obvious function, but in reality it is serving a social purpose through its evening meetings of parents, teachers, and children.

The subsistence homestead project may have an insufficient number of families to form a neighborhood community unit which will necessitate its being a part only of a school district, the boundaries of which are those of an efficient elementary school. This elementary school district should be a part of a secondary education system in order that the children have well-rounded educational opportunities. In some cases the number of families are to be such that a new elementary school will have to be built, but due consideration should be given to its proper placing in relation to a high school.

Harvest of cities

A third objective is the restoration of fundamental values as dominating and governing forces in society—that is the intrinsic value to the individual in the way of character development through the family life, its members necessarily forming a unity. The city destroys the family because in its stimulation of the individual the wholesome influence of the group is crushed. The harvest of the urbanization of family life is the declining birth rate and broken families. The idealism concerning the family came to us from the land. At the same time, how-

ever, the idealism of the country has been marred by drudgery. In the workingmen's garden homes it is to be hoped that the advantages of living in the open in a family circle can be united with the conveniences of the city whereby drudgery can be eliminated. The accomplishment of these purposes depends upon education to an extent that cannot be measured.

The administration of education in America is primarily a State, county, and local function. Education itself is an acquirement of a store of information, the habituation of attitudes, and the development of techniques whereby the individual makes or can make his adjustments among his fellow members in society. Since it is a subjective process, it necessarily belongs first, in respect to the growing child, to the family and neighborhood community. Of course, as adulthood approaches, education increasingly belongs to the realm of secondary relations such as are the use of books acquired through the newspapers and radios. Since the administration of education is a function of and within the State and is closely related to the neighborhood unit, the first concern of the Division is that the educational program which is to serve the homesteaders fit into the State plan and practices.

This is not applicable alone to the elementary system but applies to the other plans as well. Consequently, taking a broader perspective, a community into which a project may be placed should possess or set out to attain minimum standards that include (a) elementary- and high-school work, (b) vocational training, and (c) classes for adults.

Vocational education

Vocational education which includes training in agriculture, home economics, and industry and trade, is, in one or more of its phases, essential to the success of the projects. Vocational education may be a part of the regular high-school curriculum or to consist of evening classes for adults. Furthermore, with progressively smaller numbers of youth going to work before they are 18 years old, special classes are likely to be in evidence for them in the near future. When part of the high-school curriculum vocational training serves two functions, the broadening of the general educational curriculum and training for a financial return, the latter case may be called the training of adults.

Vocational agriculture in subsistence-homestead projects has as a special function the bringing of scientific methods to assist in food production, which is the raising of the real income of the home-

steads. Many of the homesteaders will be men and women who are unacquainted with recent progress in scientific methods of plant growth. They must be instructed. Likewise, it is just as essential that food be conserved and properly prepared as it is to raise it, and in this instruction in home economics is essential. The last phase of vocational education, trades and industries, has in the thinking of the staff of the Division been turned toward handicraft.

Adult education will be equally as essential as education for childhood and youth in making for the success of these projects. Such education must be developed by the democratic process. Numerous problems will arise within the projects; each problem can afford a base for discussion and teaching. Furthermore, civic problems—national and State—can and should be discussed through the general forum. May not these projects well become the seed beds for democratic communities? To this end community planning will be undertaken. Of course adult education may well range from training in shop work to the study of poetry, but the approach mentioned is essential. Adults who will go into the subsistence-homestead units vary in their education from the fourth grade to the college graduates. They have lacked opportunity to live during the past 4 years, but adult-education programs can supply the deficiency. Adult education is to help them to live more abundantly.

Educational ideals must not be lowered in the establishment of subsistence homesteads. These units offer unusual opportunities whereby democracy of the old town-meeting type may be recultivated. The ultimate success of the projects depends on efficiency in education, ranging from primary through secondary with vocational and adult training being added. The program is one of cooperation between the Federal Government and the States. Each must meet the other half-way.

★ New Bulletin

SUPERVISION Exercised by States Over Privately Controlled Institutions of Higher Education is the title of a new Office of Education publication prepared by John H. McNeely, Office of Education research assistant in the Division of Higher Education. Mr. McNeely analyzes laws in each of the 48 States respecting State supervision of privately controlled institutions of higher learning. The 64-page publication is available as Office of Education Bulletin, 1934, No. 8, price 10 cents, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

SCHOOL LIFE

VOL. XX



NO. 6

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

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FEBRUARY 1935

HEYWOOD BROWN AND F. P. A.

We take pleasure in reprinting recent praise of teachers from two famous American columnists, Heywood Broun and F. P. A. (Franklin P. Adams).

What you are depends to a large extent upon the conditioning which you receive in classrooms. I do not mean that anybody fresh hatched from Yale should get it into his head that he is equipped with all the facts of life. One should leave college as he leaves a dinner table, wanting a little something more. It is only the successfully educated man who carries with him into life a curiosity and inquisitiveness about the truth and its approximations.

So why should the teaching of the young be left in any part to the dull and the dispirited? Teachers of America unite. You are the great ones of our civilization. Swagger into your classroom even if your function is merely to talk about vulgar fractions. Walk always with your chin up. Look into the palm of your right hand every weekday morning when the school bell rings. See if it is not true that you are carrying a flaming torch. Then pass it on.—Heywood Broun, syndicated article, *The News*, Washington, D. C., January 17.

So to A. Hellman the physician's, and there met Will Taussig the electrical engineer that I went to school with at

Armour Institute, and he told me that last summer when he was in California he went to La Jolla and met our old teacher, Dr. Alderson, and he came upon him in swimming, and Will and I agreed that never had we, or so many other students that we knew, had a teacher that had so great an influence not only on the knowledge that he imparted to them, but also on the wisdom, and the philosophy of life, and the habits of thinking that endured. And we spoke on one thing that he would say to students who, going to the blackboard to demonstrate some theorem, and saying, "Professor, I know this, but I can't explain it." For he would say, "I don't believe it; for if you know it and understand it, you cannot help being able to explain it. For you are demonstrating fact, not opinion."—F. P. A. in *New York Herald Tribune*, Conning Tower, January 12.

★ Conference

THE sixth annual conference of the National Advisory Council on School

Building Problems will be held at Atlantic City, N. J., in the Hotel Haddon Hall, Wednesday, February 27, from 9:15 a. m., to 4 p. m. Speakers include: Assistant Secretary of Interior Oscar L. Chapman; United States Commissioner of Education John W. Studebaker; Carter Goodrich, Director Study of Population Shifts; Harlow Person, Acting Director Water Resources Section of the P. W. A. National Resources Board; and David Cushman Coyle, P. W. A. technical board of review member; Miss Alice Barrows, of the Office of Education, will report on school building needs and conditions under which such needs may be met; and Dr. Charles L. Spain and Dr. James N. Rule, State superintendent of public instruction in Pennsylvania will submit plans for regional, State and city school plant surveys in 1935. Reservations for luncheon can be made by addressing Miss Alice Barrows, Hotel Haddon Hall, Atlantic City, N. J.



★THE DESIGN for this issue of SCHOOL LIFE is another prize drawing submitted to the Federal Office of Education in the SCHOOL LIFE cover design contest. The design, "Athletics in the School," was drawn by Adelaide Coch, artist in the Rhode Island School of Design, Providence, R. I.

Honorable mention was given to the four drawings shown above, the work of (1) J. Stanley Perry, (2) Esther Almy, (3) Bessie Dearden, and (4) Dorothy Greene.

Competition for the February SCHOOL LIFE cover designs was carried on in the Rhode Island School of Design under the direction of Royal B. Farnum, educational director, and John Goss, instructor in design.

January SCHOOL LIFE carried the first winning cover design, the Boston Latin School, whose three hundredth anniversary has prompted the celebration of the Tercentenary of Secondary Education in the United States this year. March SCHOOL LIFE cover design will illustrate "Apprentice Education."

What Has Happened to Our Schools?

THIS article is addressed especially to boards of education and school trustees, those groups that are responsible in the final issue for good schools. I am writing it because of the report of the Kent (England) education committee¹ which I have just been reading. In plain, direct language the committee tells what it did with the schools of Kent during 5 difficult years. Here is the story of its experience written and published by the group for whom those years must have been very trying. Records of this kind are valuable because they tell for the smaller units of an education system just how the workers handled the schools. In the past 5 years hundreds of boards of education and school trustees in the United States have been compelled to carry on in the face of unusual obstacles. I am hoping that many of them will do as the Kent education committee has done, write and publish the record of their work so that we may know better what happened to our schools during the depression and how to protect them when other hard times come.

Kent is one of the small counties of England; its eastern and southern borders are the English Channel. Sussex adjoins it on the west; the northwest corner reaches up near to London; and the Thames forms its northern boundary. It is mainly a well-settled rural area with no great population changes except in the northwest where an urban district is developing so rapidly that 4,700 children were added to the school rolls in 5 years.

For higher education—which in England means education for persons beyond 14 or 14 years of age in secondary, technical, art and commercial schools, teacher-training colleges, adult education classes, etc.—the Kent education committee is responsible throughout the county, except for Canterbury, a county borough. For elementary education, the committee has a more restricted area; Canterbury and 16 boroughs handle their own elementary schools. But in elementary education alone the committee was providing for over 81,000 children; and in secondary schools, over 13,000.

¹ Education in Kent during the five years 1928-1933. Maidstone. Kent Education Committee. 1934. 225 p., illus.

★ JAMES F. ABEL, *Submitting Report of Committee of Kent, Asks United States Boards of Education and School Trustees to Record Work During Depression Years*

Among its activities are furnishing school conveyance, caring for physically and mentally defective children, providing school meals, arranging for teacher training including a summer school and short residential courses, and offering further education in junior technical schools, schools of art, agricultural classes, classes for miners in the coal fields, and evening and part-time instruction. It carries on a vocational-guidance program and maintains a county library with 368 centers. Moreover, it publishes a monthly journal, the Kent Education Gazette.

Of the years 1928 to 1932, the committee writes:

No period of equal length in the who's history of education has seen difficulties which were at once so numerous, exacting, and perplexing. * * * At the same time the schools have shown, in the face of difficulties which only those who have personal contact can fully appreciate, an invincible determination to

maintain a high standard of work, and considerable progress in many directions can be recorded.

The beginning of the period found the committee reorganizing the schools in accordance with the Hadow report, an undertaking that would require some years to complete. In 1929 the English Government announced that it proposed to raise the school-leaving age from 14 to 15 as from April 1, 1931, and asked school authorities to arrange their schemes for 1930-33 to take care of the increased number of children, which in Kent amounted to 8,000, that would be in the schools. It agreed to increase the rate of Government aid on capital expenditures from 20 to 50 percent for 3 years. Accordingly the committee laid out a 3-year program of building which called for 75 new schools at an investment of £2,244,352 to take care of the reorganization already under way and of the higher school-leaving age.

Later the proposal to raise the leaving age was withdrawn—the bill has not yet become law—and in 1931 the Government withdrew the extra 30 percent in aid of capital expenditure. Also in that year grant for teachers' salaries was reduced by 10 percent and other aid from the Government was cut.

With these and other economies forced upon it, its program disrupted, a strong inflow of people to northwest Kent, unemployment difficulties and like troubles, the committee is still able to report that the educational machine has stood the strain well.

In the matter of accommodation, 4 secondary school buildings were erected and 9 enlarged; 2 new buildings were added for further education and 1 enlarged; and no fewer than 27 elementary schools were built and 10 extended. With rare business foresight, the committee explains:

The purchase of sites has rightly been curtailed less than the provision of new buildings; for the acquisition

[Continued on page 142]



"Under Five Gardeners."

The Vocational Summary



MARKETING schools, where farmers and their families learn the fundamentals of cooperative marketing, were conducted in 92 Indiana counties last year. These schools, sponsored by the Indiana Farm Bureau in cooperation with vocational education leaders, served more than 8,000 farmers. The schools were conducted one night a week in each community for a period of 8 weeks.

Craftsmanship club

Plans for the organization of students enrolled in vocational trade and industrial classes in the United States and Canada into a club to be known as the Future Craftsmen of America were presented at the American Vocational Association convention in December by Paul L. Cressman, assistant State commissioner of education for Michigan. Ten objectives are:

To promote the spirit of craftsmanship; to prepare industrial students for a worthy occupation; to encourage the vocational industrial student to become an efficient producer in order to meet the economic needs of a good citizen and to become a social asset to his community, school, and Nation; to encourage intelligent devotion to a vocation for the purpose of building public respect for the vocation; to develop industrial leadership; to promote cooperation between industry and school; to encourage recreational and educational activities for students in industrial education; to encourage cooperative effort among industrial students; to add incentive for achievement; and to encourage habits of safety.

The plan provides for motivation of members through the setting up of degrees, ranks, positions, rewards, recognitions, and ceremonies in a manner which will tend to promote the ideals of craftsmanship and good citizenship. It provides further for club insignia, for promotion factors, for graduation into an advanced organization to be known as the Young Craftsmen of America, and for leadership in social- and community-service activities.

Action on this matter was referred to a special committee appointed by the executive committee of the American Vocational Association, which it is hoped will be able to work out with Commissioner of Education John W. Studebaker and Assistant Commissioner for Vocational Education J. C. Wright a plan for the establishment of the proposed organization on a national basis.

School safety

The department of trade training of the Pittsburgh public schools has found that the apprentice who has had an organized safety course in addition to his shop training is far more acceptable to industry than one without training. For this reason the department has organized a safety training program consisting of four main features: (1) A related safety program, (2) a shop safety program, (3) inspection of shops for hazards, and (4) compilation of cumulative accident statistics. The related safety program, a regular unit of the shop course taught in the classroom, parallels a safety program in the school shop. It consists of detailed discussions of safe practices, analyses of accident hazards, and the assembly by students of a safety reference book from clippings from newspapers, industrial magazines, and trade journals. The shop safety program consists of instruction in safe manipulative methods, posting of safety literature on the shop bulletin board, supervision by a student safety supervisor, maintenance of weekly accident reports for each student, and monthly meetings of the safety supervisors for discussion and instruction. An inspection committee composed of safety directors from industry inspects the shops and shop equipment once a year and suggests changes to decrease safety hazards. The safety program in the Pittsburgh schools has been developed and is directed by the coordinator of trade schools, Wesley M. Rossier.

Shoemakers, etc.

"The lame and the halt are laying aside crutches or rising from wheel chairs after years of suffering from osteomyelitis, paralysis, and other scourges, to take places at shoemakers' lasts * * * telling in their own way the parable of the State vocational rehabilitation service." So reads the opening paragraph of a clipping from the Roanoke (Va.) World-News, which describes some specific cases of rehabilitation of disabled persons in southwest Virginia under the supervision of Walter C. Chapman. Shoemaking, the article shows, is only one vocation to which handicapped farmers, truck drivers, and others have been trained in that section of

the State. Approximately 50 percent of the known 5,006 cases of handicapped persons in Virginia are being aided by the Virginia rehabilitation service, R. N. Anderson, head of the service, states; 20 percent are being trained for work, while 30 percent have been aided and are already at work.

Clinics for homemakers

Home-economics teachers in a number of high schools in Illinois have adopted the plan of making their classes serve as clinics for homemakers in their communities. In several instances teachers have inserted notices in local newspapers stating that they will be glad to assist families on relief in their homemaking problems. In Carthage, Ill., the teacher presents the problems to her class, the members of which work out solutions as a part of their class work. Budgeting, food, clothing, and similar problems receive attention in these classes. The teacher, a native of the town, has a particular advantage in this work, since she knows most of the families and something about their individual situations. Names of families presenting problems for solution are not divulged to the class members.

Servicing course

Under the guidance of F. V. Golitz, the Allegheny Vocational School in Pittsburgh conducts a course designed to teach boys how to service electrical appliances such as washing machines, refrigerators, vacuum cleaners, curling irons, irons, ironers, sweepers, and radios. Servicing is taught on actual repair jobs. The interesting thing about this course is that it is being operated with a minimum of equipment. And in many cases, the equipment used—such as an appliance test stand, meter-reading scale, grinders, refrigerator test stand, and core winder—was constructed by the students. Cast-off equipment and parts from shops of other schools in the city, or contributed by dealers, frequently furnish Mr. Golitz and his students with just the material or parts they need. The course of training consists of nine units covering instruction in all types of electrical appliance servicing, motor winding, and trouble shooting, as well as instruction in trade

[Continued on page 143]

Future Farmers

Scale the Heights

THE controlling purpose of the Future Farmers of America, that 85,000-member organization of boys studying vocational agriculture in this country, as listed in its manual, is "to develop leadership." All over the country these boys are taking their places locally as leaders in the school, the F. F. A. chapter, the national farm organizations, the church, such "service" clubs as Kiwanis and Rotary, chambers of commerce, and other organizations. In recent months, however, a number of instances have come to light of Future Farmers who have extended their leader-



Thomas Gardner.

ship activities beyond the boundaries of their own communities into county, State, and even national spheres.

For example, there is the case of Thomas M. Gardner, 19 years old, of Georgetown, Ohio, who only recently was elected president of the farm bureau federation of his own county. A graduate of the vocational agriculture course in Georgetown High School and a member of the Georgetown F. F. A. chapter, Thomas received the State farmer degree in the organization in 1933 and the American farmer degree in 1934. At the time he applied for the American farmer degree he owned 1 acre of land, 11 hogs, 2 cows, 1 horse, 15 geese, and 25 chickens and was renting 62 acres of land, 25 of which were in field crops and hay. The supervised farming programs he developed during

his 4 years in the agricultural course included tobacco, corn, oats, wheat, and hogs, from all of which he realized a total labor income of over \$2,000. His scholarship record was a creditable one. With his father as a partner, he was planning to buy a 200-acre farm. His long list of leadership activities, particularly in the local farm bureau, made him a logical candidate for the presidency of that organization.

And now Vernon Howell, 22, and Ed. H. Baca, 21, have extended the fame of the Future Farmers of America, and have exemplified the training it gives its members in leadership. They have been elected to the State legislatures of Oklahoma and New Mexico, respectively. Records of both Howell and Baca explain their rise.

Howell, who graduated from the 4-year course in vocational agriculture in his home town, Guymon, Okla., and is a member of the local F. F. A. chapter, received his State farmer degree in 1931, and an American farmer degree in 1932.



Vernon Howell.

He was elected national president of the Future Farmers of America. When Howell graduated in 1932 he owned 6 hogs and 95 hens, was renting 240 acres of land and 4 work horses, and planned to purchase additional acreage. From his 4-year supervised farming program, which included chicks, egg production,

wheat, millet, milo, kaffir, hog production and wheat, Howell derived a total labor income of \$1,200. He has made an exceptionally good record in his farming operations, in scholarship, and as a leader in F. F. A., school, local agricultural organizations, and the local chamber of commerce.

Baca's record, reported by Frank E. Wimberly, State Supervisor of Agricultural Education for New Mexico, is equally fascinating, particularly the incident of his nomination for the office of State legislator. At a father-son banquet arranged last July by the Socorro, New Mexico Chapter of the F. F. A., of which Baca is a member, he presented an excellent exposition of the legal and engineering features of the drainage, irrigation, and reclamation projects in the Middle Rio Grande Conservancy District. He pointed out what advantages might be expected in the Socorro district from these projects.



Ed. H. Baca.

As a direct result of Baca's discussion, he was nominated as a candidate for the State Legislature. "Living in a sparsely settled area comprising two counties", Wimberly says in his letter, "Baca carried his own county and the other county by substantial majorities. Baca has been a Future Farmer for several years and made a good record in scholarship and farm management."

Schools Without Security

[Continued from page 123]

been compiled showing the number of teachers that would have to be paid by F. E. R. A. up to January 31, 1935, and the amount required at \$60 per month per teacher under such a program. It is now known that there are 25,091 such teachers and that \$2,548,160 will be required to pay their salaries. The data are shown by States in table III.

Tennessee and Maine

WITHIN the past few years a number of States have been taking stock through educational commissions of their public school systems and outlining forward looking programs. Two States that have recently published reports of the findings and recommendations of such commissions are Tennessee¹ and Maine.²

The Tennessee report was prepared under the direction of a commission created by an act of the State legislature in 1933. The commission at its first meeting determined to study all phases of education in the State. In order to make such a study the work was divided into six major parts, namely: Aims and objectives of public education; the school curriculum; control, organization, and administration of schools; school buildings and equipment; school finance and management; and educational results. A committee was appointed to be responsible for each of these major topics. As the work proceeded small subcommittees were set up under each major committee for the purpose of promulgating certain phases of the work. In all there were 49 subcommittees. In addition to these there were 182 fact-finding committees, composed of superintendents, selected principals, teachers, and laymen from each county and/or city. The members of each committee were Tennesseans. The survey was thus a self-survey.

The report of the commission consists of two parts. Part I contains an analysis of facts regarding public education in Tennessee which should enable the people of the State to get an accurate picture of the scope and effectiveness of their public school system. It also contains a list of 275 problems said to be in need of solution. Part II contains suggestions of the commission for the solution of these problems and its recommendation for the improvement of public education in Tennessee.

The report contains many recommendations relating to elementary and secondary education, special types of education, the preparation of teachers, school libraries, school buildings, State and local school

¹ Report of the Tennessee Educational Commission, 1934.

² The Financing of the Public Schools of Maine, the Maine School Finance Commission, November 1934.

★ RESULTS of Educational Stock Taking in Two States Shown in New Survey Reports—W. S. Deffenbaugh

administration, finance, etc., but owing to lack of space only a few of the recommendations are given here. Those quoted relate to the administration and the financing of the schools. The following are some of the many recommendations on these two phases of the school system:

1. The State board of education should be composed of 9 members appointed by the Governor for a term of 9 years, 1 member to be appointed each year.

2. The State board of education should be responsible for determining the entire educational program, including elementary schools, high schools, colleges, adult education, eleemosynary institutions, with the exception of the University of Tennessee. The board should also appoint the commissioner of education, fix his compensation and tenure of office.

3. The number and size of schools within a local administrative unit should be determined by the State board of education.

4. The county should be the minimum or smallest local unit of school administration in Tennessee.

5. The county board of education should be elected by the people of the county at large. This board should elect and fix the salary of an executive officer with a minimum term of 4 years.

6. The revenue system of the State should be revised so as (a) to eliminate the State property tax of 8 cents on the hundred dollars of taxable property, and (b) to increase the revenues of the State by the enactment of such new tax legislation as may be necessary to provide sufficient funds to meet an appropriation of at least \$15,755,000.

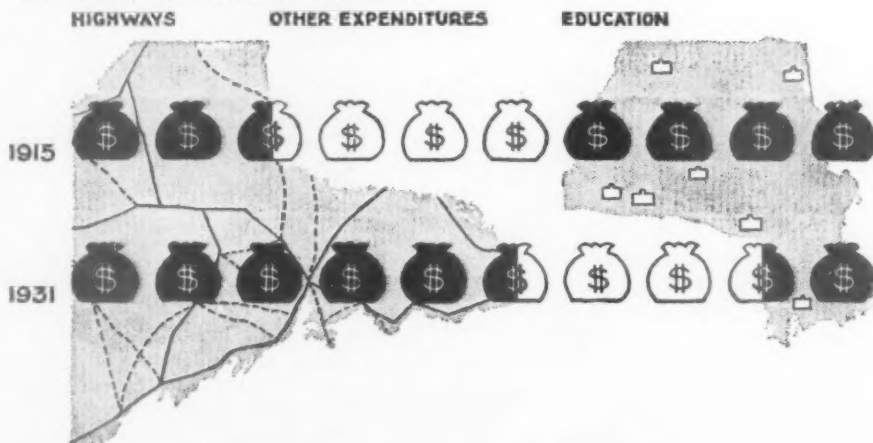
7. State aid to the elementary and secondary schools should be distributed under the direction of the State board of education on the basis of the number of teaching units to which a school district may be entitled as determined by the average daily attendance and density of population.

The Maine report deals principally with problems of school finance in the State. The commission which was appointed by the governor in 1933 at its

[Continued on page 143]

DISTRIBUTION OF EXPENDITURES IN MAINE, 1915 AND 1931

Each unit represents 10% of total state expenditure



Maine Report Makes Figures Interesting.

Educators' Bulletin Board



Meetings

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 5-6.
 AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Raleigh, N. C., April 16-18.
 AMERICAN COLLEGE PERSONNEL ASSOCIATION. Atlantic City, N. J., February 20-23.
 AMERICAN FIELD SERVICE FELLOWSHIPS FOR FRENCH UNIVERSITIES, INC. New York, N. Y., March 15.
 AMERICAN ORTHOPSYCHIATRIC ASSOCIATION. New York, N. Y., February 21-23.
 CLASSICAL ASSOCIATION OF NEW ENGLAND. Andover, Mass., March 29-30.
 EASTERN COMMERCIAL TEACHERS ASSOCIATION. Philadelphia, Pa., April 17-20.
 GEORGIA EDUCATION ASSOCIATION. Macon, April 11-13.
 JUNIOR HIGH SCHOOL CONFERENCE. New York, N. Y., March 8-9.
 KENTUCKY EDUCATION ASSOCIATION. April 11-13.
 MICHIGAN SCHOOLMASTERS CLUB. Ann Arbor, April 26.
 NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS. Atlantic City, N. J., February 27.
 NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. Atlantic City, N. J., February 24-26.
 NATIONAL ASSOCIATION OF COLLEGIATE DEANS AND REGISTRARS IN NEGRO SCHOOLS. Washington, D. C., March.
 NATIONAL ASSOCIATION OF DEANS OF WOMEN. Atlantic City, N. J., February 20-23.
 NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS. Indianapolis, Ind., April 18-20.
 NATIONAL ASSOCIATION OF REGIONAL STANDARDIZING. Atlantic City, N. J., February.
 NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS. Atlantic City, N. J., February 25-26.
 NATIONAL ASSOCIATION OF SUPERVISORS OF ELEMENTARY SCIENCE. Atlantic City, N. J., February 25.
 NATIONAL ASSOCIATION OF TEACHERS AGENCIES. Atlantic City, N. J., February.
 NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Atlantic City, N. J., February 22 and 23.
 NATIONAL EDUCATION ASSOCIATION. Atlantic City, N. J., February 23-28:
 Department of Deans of Women. February 20-23.
 Department of Rural Education. February 20-23.
 Department of Secondary School Principals. February 20-23.
 Department of Superintendence. February 23-28.
 Department of Supervisors and Directors of Instruction.
 Department of Teachers Colleges.
 NATIONAL FEDERATION OF BUREAUS OF OCCUPATION. Atlantic City, N. J., February 20-23.
 NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS. Atlantic City, N. J., February 25.
 NATIONAL HONOR SOCIETY OF SECONDARY SCHOOLS. Atlantic City, N. J., February.
 NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Atlantic City, N. J., February.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION. Atlantic City, N. J., February 20-23.
 NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, COMMISSION ON SECONDARY SCHOOLS. Chicago, Ill., April 10-13.
 PERSONNEL RESEARCH FEDERATION. Atlantic City, N. J., February 20-23.
 PRIVATE SCHOOL ASSOCIATION OF THE CENTRAL STATES. Chicago, Ill., March 15-16.
 PROGRESSIVE EDUCATION ASSOCIATION. Washington, D. C., February 21-23.
 TEACHERS COLLEGE PERSONNEL ASSOCIATION. Atlantic City, N. J., February 20-23.
 TENNESSEE COLLEGE ASSOCIATION. Nashville, April 17-18.
 WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION. Olympia, February.
 WESTERN ARTS ASSOCIATION. Chicago, Ill., April 3.

MARGARET F. RYAN

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

BALDWIN, CLARE C. Organization and administration of substitute-teaching service in city school systems. Doctor's 1934. Teachers college, Columbia university. 115 p.
 BLACK, FLORENCE M. Panel discussion technique in the junior high school social studies. Master's 1934. George Washington. 36 p. ms.
 BLOCH, HERBERT A. Concepts of our changing loyalties: an introductory study into the nature of the social individual. Doctor's 1934. Columbia university. 321 p.
 BOVEY, HAROLD S. Status of clubs in American public secondary schools. Master's 1934. George Washington. 117 p. ms.
 GREENE, MICHAEL. Midyear promotion and its effect on high-school grades. Master's 1934. George Washington. 53 p. ms.
 HELSER, ALBERT D. Education of primitive peoples: a presentation of the folklore of the Bura Animists with a meaningful experience curriculum. Doctor's 1934. Teachers college, Columbia university. 317 p.
 HOFFMAN, MOSES N. H. Measurement of bilingual background. Doctor's 1934. Teachers college, Columbia university. 75 p.
 LINCOLN, MILDRED E. Educational and vocational information as part of a guidance program with criteria for measuring results. Doctor's 1934. Harvard university. 318 p. ms.
 LITTLE, HARRY A. Potential economies in the reorganization of local school attendance units. Doctor's 1934. Teachers college, Columbia university. 78 p.
 MARCH, LELAND S. Motivating physical education for junior high school boys. Master's, 1934. Boston university. 75 p. ms.

MISNER, FRANK M. Extra costs and incidental costs in the erection of school buildings. Doctor's, 1934. Teachers college, Columbia university. 79 p.

NASH, WILLARD L. Stated aims and purposes of the departments of military science and tactics and physical education in the land-grant colleges of the United States. Doctor's, 1934. Teachers college, Columbia university. 129 p.

NICHOLS, FREDERICK G. Personal secretary: differentiating duties and essential personal traits. Doctor's, 1934. Harvard university. 105 p.

ORATA, PEDRO T. Theory of identical elements, being a critique of Thorndike's theory of identical elements and a reinterpretation of the problem of the transfer of training. Doctor's, 1927. Ohio State university. 204 p.

PLYMALE, PAULINE M. Survey of handedness in the Huntington elementary schools. Master's, 1934. West Virginia university. 118 p. ms.

SANDERS, BARKEY S. Environment and growth. Doctor's, 1934. Columbia university. 376 p.

SCHAFER, FRED W. Survey of scholastic probation. Master's, 1930. University of Kentucky. 188 p. ms.

SCOTT, CECIL W. Indefinite teacher tenure: a critical study of the historical, legal, operative, and comparative aspects. Doctor's, 1934. Teachers college, Columbia university. 165 p.

WHITE, DOROTHY S. Improving the pronunciation of high-school seniors. Master's, 1934. West Virginia university. 77 p. ms.

WILKE, WALTER H. An experimental comparison of the speech, the radio, and the printed page as propaganda devices. Doctor's, 1934. Columbia university. 32 p.

RUTH A. GRAY

New Books and Pamphlets

Children's Literature

The History of French Children's Books, 1750-1900. From the collection of J. G. Deschamps . . . Boston, Mass., The Bookshop for Boys and Girls, Women's Educational and Industrial Union, 1934. 39 p. 50 cents.

Traces the early development of French children's books with description of books in each group: Prints; A. B. C.'s; Books of deportment; Fables; Old fairy tales; the Classics; The Development of Juvenile Literature; Books of knowledge; Books of travel; Magazines; Children at play; Printed games; Printed boxcovers for games; Songs.

Literature Old and New for Children; materials for a college course, by Annie E. Moore. Boston, New York, Houghton Mifflin Co., 1934. 446 p. \$1.50.

For the help and guidance of teachers in all grades of the six-year elementary school. Presents historical aspects of the subject, the contributions of various leading writers and modern criticism. Bibliographies.

[Continued on page 137]

To C. C. C. Educational Advisers



★ THE educational program now being conducted in the camps of the Civilian Conservation Corps is a great American folk school movement. These are some characteristics of the folk school. It is an educational enterprise for adults and older youths growing out of the native culture of a people. Moreover, it is an enterprise that develops and expands that culture by teaching the people more about the things that are of most interest or importance to them. It is not imposed from above; it does not prescribe an individual's curriculum; it meets the immediate needs and interests of the people. In the folk school one group may be studying their social and economic problems, another their vocational problems, another may be satisfying their yearning for self expression. Accept this definition or its equivalent, and the educational program now going on in C. C. C. camps meets the same need as the folk school has met in other countries. Yet it is an attempt to meet a distinctly American need in a distinctly American way.

Education in America is in a state of self-examination. The last decade has witnessed intensive studies of the aims and the methods of many fields of professional training, of the liberal arts college, and of the lower schools. Complacency is largely gone. Time-honored curricula are under searching scrutiny to see if imputed values for the individual are really there. The individual is the center of interest; our grave concern is the development of his powers and his individuality.

Happily the educational philosophy underlying the C. C. C. educational program as stated in the Handbook for Educational Advisers is in full consonance with this current movement.

No curriculum is prescribed; specific methods are not mandated. Here is the essence of the modern philosophy of adult education, and of the folk school idea: Namely, that not only the individual shall be fitted to live in his own world, but that his immediate needs and interests shall be

C. C. C. Educational Program is a Great American Folk School Movement—An Attempt to Meet a Distinctly American Need in a Distinctly American Way, Says C. S. Marsh, Educational Director

made the dominant concern. In a voluntary enterprise not what he should study, in the opinion of another, but what he wants to study right now is the cardinal consideration. Indeed, wide experience in adult education shows very clearly that if the adult's interest is caught and held he can be shown quite easily and quickly that to do well what he has in mind, he must supplement his immediate study interest by supporting materials. He comes therefore in the end willingly, and often eagerly, to take up those fundamentals which he at first refused, and which no compulsions could have enforced.

And so the C. C. C. educational program, based on a sound philosophy of adult education offers to enrollees in each camp as far as possible the opportunity to study those things that their interests demand. By so doing it not only serves enrollees effectively but it continues to elicit strong commendation from adult-education leaders and many others, in all quarters of America.

But in some quarters I think I detect pressures to narrow the C. C. C. educational program. There are those who think it would be better for us to limit our undertaking to a few subjects. Certainly our job would be easier if a limited curriculum were prescribed for all camps. But such a program would not interest nearly the number that are now interested, nor would it do for enrollees what should be done. Don't yield to pressures to narrow your program.

Keep the handbook constantly in mind. That admirable statement of our educational philosophy and our procedures was approved by the Secretary of War. It is binding upon all of us. No one short of the Secretary of War has power to change it. Leaders in adult education all over the land have praised it as an unusual docu-

ment. You will recall that according to the handbook you are required, under the direction of the Company Commander, to "develop an educational program suited to the needs and interests of the men in your Camp."

As your monthly reports come into this office they are carefully studied. The strength and diversity of your camp schedules impress all whose judgment grows out of experience in adult education. A recent incomplete tabulation showed that 534 different subjects were being taught in the Civilian Conservation Corps. That figure doesn't adequately represent the facts in the case because, for instance, English was listed as one subject, whereas in practice what is designated as English in one camp undoubtedly differs in content from what is given under the same designation in other camps.

There is much interest in vocational training. Of course, that is important. We must keep vividly before us the economic plight of these enrollees. All of the vocational counseling, guidance, and training that can be given should be. But let's not stop there, as some would have us do. America needs men who can read the daily newspapers comprehendingly, who can at least try to think constructively about the problems of today and tomorrow, who have some mental poise, and who, taking a wholesome interest in things and ideas and people, are not completely walled in by circumstance.

Ten, fifteen, and twenty years from now what you are doing for enrollees along such lines may mean infinitely more to them than you now realize.

In a camp of 200 enrollees the needs and wishes of the men concerning subjects for study will cover a considerable range. Meet those needs and interests as far as it is humanly possible to do so.

National Resources Report

BROAD outlines of a program of long-range national planning by which the natural resources of the Nation will be conserved and utilized for the benefit of all, now and in the future, and a public policy of ownership and use of land such as will serve the general welfare rather than merely private advantage, are recommended to the President in two voluminous reports which will undoubtedly have much influence on the decisions of both President Roosevelt and Public Works Administrator Harold L. Ickes, when they lay plans for that long-range public works program which will, directly or indirectly, affect every individual in the United States in the years to come.

The first of these volumes to appear was a report on the principles, policies, conditions, and problems of the use and control of water in the Mississippi drainage area. The committee which worked on it endeavored to bring into common focus many phases of the subject which usually have not been treated in their relations to each other. The 234-page bulletin, well illustrated with maps, colored charts, and half-tones, may be

obtained from the Superintendent of Documents for \$1.50.

In a section devoted to recreation, attention is called to the major role water plays in recreation—the seashore, lakes, ponds, rivers, streams, and waterfalls—and suggestions are made for making use of such potential recreational areas.

The program which took a year to prepare is based on studies by a group of the Nation's leading scientists and technicians. The committee was assigned this task by the President. Thirty-one States were included in the study. The Mississippi Valley committee, after completion of this report was reconstituted as the technical committee on water of the National Resources Board.

The other report to which reference is made is that of the National Resources Board, of which Harold L. Ickes, Secretary of the Interior, is chairman. This report, to quote from the foreword, brings together for the first time in our history exhaustive studies by highly competent inquirers of land use, water use, minerals, and related public works, in relation to each other and to national planning, and

lays the basis of a comprehensive long-range national policy for the conservation and development of our fabulous national resources.

Still unfinished, the complete report is to be issued by the Superintendent of Documents in the following five parts and later bound in one volume:

Part I—Report of the National Resources Board. 25 cents.

Part II—Report of the Land Planning Committee. 35 cents.

*Part III—Report of the Water Planning Committee. \$1.

Part IV—Report of the Planning Committee for Mineral Policy. 15 cents.

*Part V—Report of the Board of Surveys and Maps. 20 cents.

*Bound Volume. \$4.50.

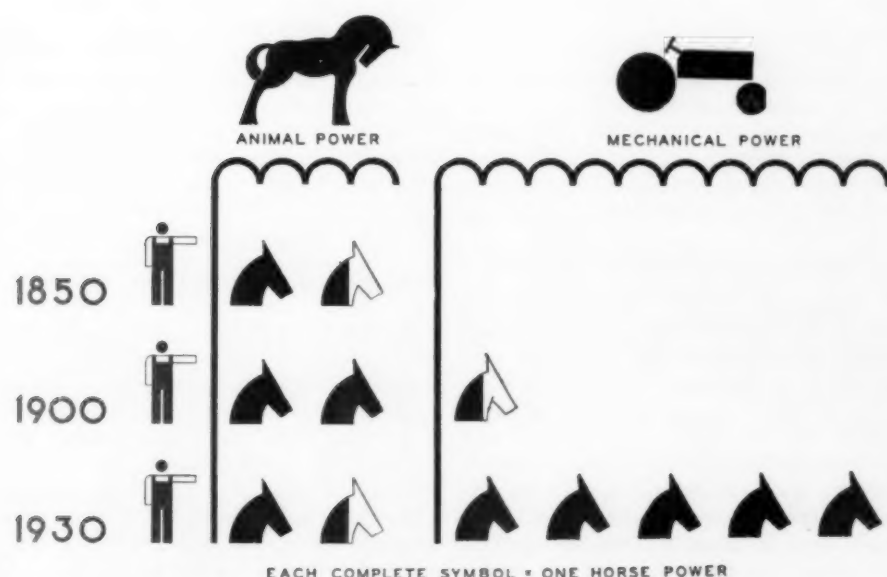
*Still unfinished. The other parts are available from the Superintendent of Documents.

Parts I, II, and IV have already been submitted to the President in accordance with Executive Order No. 6777, dated June 30, 1934, in which the President asked the Board to submit a report on land and water use on or before December 1, 1934, the program to include the coordination of projects of Federal, State, and local governments and the proper division of responsibility and the fair division of cost among the several governmental authorities.

These two comprehensive reports, prepared at the President's request, will, no doubt, be found among the Government Printing Office's best sellers during the coming year.

MARGARET F. RYAN

POWER PER FARM WORKER IN U. S.



Typical illustration in National Resources Report.

New Books and Pamphlets

[Continued from page 135]

Library service

Countrywide Library Service, a compilation of articles on service organized by counties and other large units, ed. by Ethel M. Fair. Chicago, American Library Association, 1934. 208 p. \$2.50.

Presents a constructive account of methods of making books available over wide areas.

An Estimate of Standards for a College Library, planned for the use of librarians when presenting budgets to administrative boards, by Blanche Prichard McCrum. Lexington, Va., Washington and Lee University, 1933. 78 p. 55 cents.

Contents: Changing opportunities and responsibilities of a college library; Book collection; The staff; The budget; The catalogue; Faculty relations. Building.

The Student Library Assistant, a workbook, bibliography, and manual of suggestions, by Wilma Bennett. New York, The H. W. Wilson Co., 1934. viii, 267 p. \$2.40.

[Continued on page 139]

Vocational Education in 1934

SOME data on developments in the field of vocational education in the United States have been compiled by the vocational education division of the Office of Education from reports received from the boards of vocational education in the 48 States, Hawaii, and Puerto Rico, for the fiscal year ended June 30, 1934.

These reports show that 1,119,140 youths and adults of all ages were enrolled in vocational courses of all types. In round numbers, 289,000 were adult farmers and farm boys and girls pursuing courses in vocational agriculture; 486,000 adult trade and industrial workers and boys and girls taking trade and industrial courses; and 344,000 women and girls enrolled in home economics courses.

Enrollment facts

The total enrollment in these vocational courses represents a decrease, as compared with the fiscal year ended June 30, 1933, of some 31,000—accounted for principally by a reduction in enrollments for part-time general continuation trade classes. As in 1933, also, decreases were reported in evening trade and industrial and home economics classes. The decreases for 1934, like those for 1933, reflect the continuing unemployment situation, since part-time and evening classes are organized primarily for employed workers. A glance at the records, however, reveals that the decreases in enrollment in evening and part-time trade and industrial classes were partially offset in both 1933 and 1934 by increased enrollments in all-day trade and industrial classes and in 1934 by increases in agricultural evening and part-time schools.

It must be remembered, further, that the reduction in enrollments for part-time and evening trade schools is accounted for partly by decreased appropriations of Federal, State, and local governments for vocational education.

Rehabilitations up

Equally interesting are the data covering the vocational-rehabilitation program carried on in the 45 States which have accepted the provisions of the Federal Vocational Rehabilitation Act of 1920.

★ FIRST Facts and Figures for Vocational Education in Agriculture, Trade and Industries, Home Economics, and Rehabilitation for Past Year—Charles M. Arthur

During the fiscal year ended June 30, 1934, 8,062 persons disabled through accident, sickness, or congenital defects were restored to economic self-sufficiency. This increase of 30 percent over 1933 is attributable in part to the supplementary Federal funds made available by the F. E. R. A. for the promotion of the rehabilitation program. Persons completely rehabilitated and placed in self-supporting jobs numbered 8,062; persons in process of rehabilitation, 37,681. This total included 1,422 who had been prepared for and placed in employment, but were still being followed up to insure permanent rehabilitation, and 4,729 who had been completely prepared for employment, but still awaiting placement.

Emergency services

No account of vocational education for the past year would be complete without a brief reference to the new demands placed on the program by the unemployment situation.

Federal and State vocational staffs have cooperated in extensive surveys of changing conditions in industry, agriculture, and the home to determine specific needs for training, and the modification of vocational programs to meet these needs in keeping labor fit for employment.

Trade and industrial services

Vocational-training agencies cannot create jobs for the unemployed, but they can be and during the past year have been modified to take account of the new requirements being imposed upon workers. Many adults thrown out of work by changes in industry have received instruction in vocational classes which has enabled them to secure employment. Surveys have been made of changes in employment conditions under N. R. A. codes to determine specific needs for training and to determine the provisions for train-

ing apprentices and adult workers under these codes. All-day school programs have been modified to meet the needs of youths 14 to 18 years of age, no longer permitted to accept employment.

Home economics services

State staffs for home economics education have cooperated with the Federal office staff in modifying local vocational programs. Because families have reduced income, the programs have concentrated instruction on methods of supplementing, conserving, and spending economically such income as is available.

Development of adult programs of consumer education for the training of homemakers as buyers and conservers of family resources has been stressed. Day and part-time homemaking classes have emphasized local home and family needs in the emergency. Home-making departments in the schools have provided free school lunches for needy children. Instruction also stressed canning, drying, and otherwise preserving foods for future use; economical selection, preparation and serving of foods; raising garden products for home consumption; renovating, repairing, and constructing garments; renovating household furniture and equipment; and the practice of arts and crafts in the home as a source of revenue.

Vocational agricultural services

Farm financing, agricultural production control, erosion control, agricultural planning, and land utilization programs have developed new problems in farm practices, marketing, and management. Establishment of subsistence homesteads, the formulation of rural rehabilitation programs, the Emergency Relief Administration program of work relief for unemployed teachers, and the adoption of educational programs for Civilian Conservation camps have created urgent de-

mands for services of members of agricultural education staffs.

As a result of concerted efforts the 5,000 agricultural teachers in the country have been able to cooperate effectively with Federal, State, and local agencies of agricultural adjustment and relief. They have coordinated vocational agriculture instruction with the programs of the newly established agencies.

Vocational rehabilitation

F. E. R. A. funds have made possible censuses of the disabled and constructive relief service in the form of vocational rehabilitation, with the result that many of the disabled have been removed from unemployment and dependency relief rolls. During the year, also, cooperative working relations between State employment offices and rehabilitation departments were set up in a number of States under the Wagner-Peyser Act passed at the last session of Congress.

New problems

Widespread unemployment conditions which have confronted the Nation during the past 4 years have served to focus attention in particular upon two problems of vocational education: (1) the educational needs of our 14- to 18-year-old youths, and (2) the needs of employed adult workers for occupational adjustment training.

The gap between the age of full-time compulsory school attendance and the minimum age of employment as fixed by child-labor legislation or N. R. A. Codes, or as determined by industry, presents a serious problem for vocational education.

14- to 18-year-old problem

It is common knowledge that during the past few years youths who have dropped out of school for one reason or another at the earliest age permissible have constituted a large proportion of the unemployed. These youths need suitable educational opportunities. It is clear

that all-day school must take over some of the services which have been rendered to employed youths from 14 to 16 years of age by part-time schools. Furthermore part-time schools must modify and expand their vocational programs to meet the needs of an older group—youths over rather than under 16 years of age.

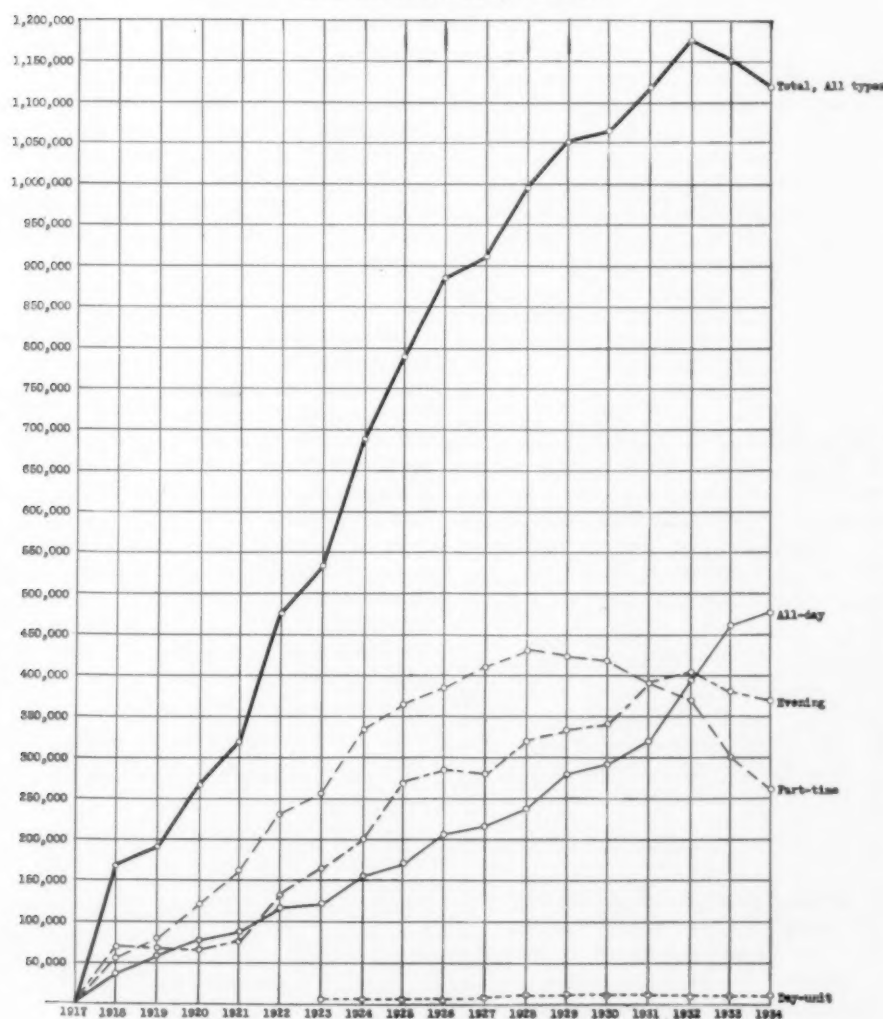
Under an Executive order issued by the President, effective July 15, 1934, it has become possible for the first time to develop on a part-time basis a Nation-wide program of apprentice training. For details see December 1934 *SCHOOL LIFE*.

Adjusting adult workers

While the need of any individual worker for occupational adjustment training develops only occasionally, it will be found at any given time that a considerable number of workers may need retraining. Sometimes this need may develop overnight for large groups of workers, as a consequence of some far-reaching innovation in their trade or industry.

Added to the problem of occupational adjustment of workers to enable them to hold the jobs they have, has been the problem of providing suitable training for workers without jobs. In the latter work, State and local vocational-education staffs have, during the past year, cooperated extensively with emergency agencies both public and private of unemployment relief, agricultural adjustment, and home welfare.

Enrollment in All Schools Operated Under State Plans for Vocational Education, Including Schools Federally Aided and Non-Federally Aided.



New Books and Pamphlets

[Continued from page 137]

A manual for the training of student assistants particularly high-school pupils in the high-school library.

Maps and Charts

Maps, Charts, and Pictures for the Social Studies. Chicago, A. J. Nystrom & Co., 1934. 50 x 38 in.

86 maps and charts have been prepared as aids in the social studies, all of the same size, the same price, and interchangeable in the various mountings. 21 maps in American history, 45 maps in European history, 20 American citizenship charts. Large size wall pictures for the history class are grouped as Greek and Roman, Medieval, and Modern.

Chart on "Educational Disability in Reading." Bloomington, Ill., Public School Publishing Co., 1934. 12 x 18 in. 10 cents.

This chart, prepared by Dr. Harry J. Baker and Bernice Leland, visualizes the failure-in-reading situation. It presents a large number of items, each of which has some bearing on reading disability.

Youth problems

Chats in an Employment Office, by J. Edward Goss . . . New York, Inor Publishing Co., 1934. (Inor pamphlets, no. 1) 39 p. 25 cents.

SUSAN O. FUTTERER

Electrifying Education

★ THE University of Chicago Press recently announced that they have available 47 educational talking pictures in 16 millimeter sound-on-film which may be purchased or rented from seven regional libraries. A complete descriptive list may be obtained free from the University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.

Radio Station WFBR in Baltimore broadcasts a daily series called "School News" from 7:45 until 8 a. m. Items of interest to the pupils and messages to their parents and friends are sent in by the schools and broadcast by Bobby Price, an announcer.

In a booklet entitled *How to Judge Motion Pictures and How to Organize a Photoplay Club*, Sarah MacLean Mullen has made a valuable contribution to the teaching of motion-picture appreciation. This 60-page booklet is being distributed by the Scholastic Photoplay Club, 155 East Forty-fourth Street, New York City.

West coast teachers will be able to get free copies of the new weekly *NBC Educational and Agricultural Advance Program Service* from the Press Department of the National Broadcasting Co., Inc., 111 Sutter Street, San Francisco, Calif.

Public speaking classes of George Washington High School, Danville, Va., are directing a series of broadcasts over Radio Station WBTM to acquaint the public with the work of the various departments of the school.

The United States Bureau of Mines has recently completed a four-reel silent motion picture entitled "Petroleum—the Liquid Mineral" which visualizes the production and refining of oil and the distribution of refined petroleum products. Schools and civic organizations may borrow this film by paying transportation charges from the Pittsburgh Experiment Station of the United States Bureau of Mines, Pittsburgh, Pa.

Study guides for the current motion pictures *Treasure Island*, *Great Expecta-*

tions, and *The Little Minister*, may be purchased for 3 cents each from the National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago, Ill.

Dr. William Lewin is the author of *Photoplay Appreciation in American High Schools* which may be purchased for \$1 from D. Appleton-Century Co., New York.

The Philco Radio and Television Corporation announces the establishment of "The Radio Institute of the Audible Arts" (80 Broadway, New York) to supply free information about worthwhile radio programs and the enormous potential influence of the radio for good.

Teachers College, Columbia University, has announced two courses in the classroom use of motion pictures and radio for the forthcoming summer session.

Teachers may secure free copies of *Examples of Student Activity* in response to programs broadcast by the American School of the Air from the Radio Section, Federal Office of Education, Washington, D. C.

Free copies of the January 1935, issue of *Movie Makers*, which contains two articles on the educational value and use of motion pictures may be obtained from the Radio Section, Federal Office of Education, Washington, D. C.

CLINE M. KOON

Listen In

EVERY Wednesday "Education in the News" is presented by the Federal Office of Education in cooperation with the National Broadcasting Co. over the Blue Network, coast to coast. Eastern Standard Time—6 p. m., Central Time—5 p. m., Mountain Time—4 p. m., Pacific Time—3 p. m.

★ Study Tour

The health section of the World Federation of Education Associations is arranging a European travel and study tour in connection with the federation meeting at Oxford, England, August 10-17. Leaving New York City June 29, the tour will visit France, Switzerland, Germany, Poland, Russia, Finland, Sweden, Denmark, and England. The group will meet the leaders in school health in each of these countries. For further information, write to the chairman, health section, Prof. C. E. Turner, Massachusetts Institute of Technology, Cambridge, Mass.

Schools Report

★ RESPONDING to an invitation sent from the office of the State superintendent of public instruction of Utah, a large gathering of social workers and educators met at the State capital, November 22, 1934, to discuss ways and means of organizing for the prevention of crime. One of the important results was the formulation of the Utah State Council on Prevention of Crime Through Social Education.—*Utah Educational Review*, December 18, 1934, p. 126.

At the request of the Michigan Educational Planning Commission the State superintendent of public instruction has designated February as "Michigan Education Month," for the purpose of bringing to the attention of the citizens of the State the values, importance, needs, and problems of education in Michigan.

In connection with the enterprise, boards of education throughout the State will be called upon to conduct "town hall" meetings for open forum discussions of the subject.—*News of the Week, Department of Public Instruction, Lansing, Michigan*, January 18, 1935.

In order to promote effective and efficient library service and use in the rural schools of California, the State department of education in that State has recently published two bulletins regarding school libraries. The title of one is "Selection and Distribution of Supplies and Library Books in California Counties"; the title of the other is "Effective Use of Libraries in Rural Schools."

The Pennsylvania State department of public instruction has also recently published a bulletin on school libraries, entitled "Elementary School Libraries", which contains a school library list and suggestions for organizing an elementary school library.

The eighth annual meeting of the Virginia Committee for Research in Secondary Education held at the University of Virginia, August 28-31, 1934, was devoted to the evolution of the unit method of teaching as developed by the staff in secondary education at the University of Virginia, which method is in operation in certain classes in the Lane High School, Charlottesville, and in seven accredited high schools of Albemarle County, Va.—*Secondary Education in Virginia, No. 20. The Evolution of the Unit Method of Teaching, October 1934.*

Through an agreement between the city board of education and the city council of San Diego, Calif., the positions of director of physical education for the schools and superintendent of recreation for the city, have been made a combined position with each paying one-half the salary. The school board's contribution to the recreation program is the furnishing of school-field areas, gymnasium and auditoriums at which the city recreation activities may be carried on by the city recreation commission. All supplies, supervision, and current incidental expense in connection with these activities is carried by the city. Supervision for recreation work begins on school property generally at 2 p. m., or about the time the first children are being dismissed from school, and in many cases continues until 10:30 p. m.—*Annual Report, San Diego, Calif., 1933-34, p. 20.*

As a means of making the transition from junior high school to senior high school less abrupt, senior high school counselors in Baltimore, Md., have been visiting the junior high school for the purpose of discussing with 9A pupils the curricula in and the activities of the higher school. An extension of this program of adjusting the 9A pupils to the senior high school has been brought about in two senior high schools by a new method of registration. Instead of the junior high pupils going to the senior high school and indicating their choice of courses before a strange group of people, as is the customary procedure, they register in their own school in the office of the counselor.—*Report of the Board of School Commissioners of Baltimore, Md., 1934, p. 78.*

W. S. DEFFENBAUGH

The Colleges



P. W. A. Funds to Colleges.—Eighty-three colleges and universities throughout the United States have received P. W. A. funds (as of December 1, 1934) to the extent of \$23,353,433 which are being expended on non-Federal projects. Most of this money is awarded on the basis of a "loan and grant" which means that 30 percent of it is a grant and the remainder is extended as a loan which must be repaid. About \$2,000,000, however, is in the form of outright grants not to be returned. These funds have been advanced for a total of 114 projects and an additional \$1,871,011 is being expended through the colleges on 35 Federal projects. A number of colleges have more than one project under way at the same time. A few of the larger allotments include: \$1,665,000 to University of Arkansas for a library, chemistry building, and medical building; \$2,843,400 to the University System of Georgia for the construction of several new buildings; \$2,041,000 to the University of Texas for an administration building and dormitories; \$1,066,000 to Virginia Polytechnic Institute for improvements, water, sewage, and construction of buildings. Among the different types of buildings constructed with these P. W. A. funds are 46 college dormitories, 27 faculty residences, 8 gymnasiums, 7 science buildings, 5 fine arts buildings, 5 libraries, 4 liberal arts buildings, 3 social centers, 3 cafeterias, 3 administration buildings, 2 stadiums and miscellaneous buildings such as student cottages, medical school, engineering building, auditorium, laboratories, demonstration school, fraternity house, amphitheater, power plant, field house, etc.

With a single exception in Ohio, the colleges and universities receiving these allotments are publicly supported and controlled. Thirty-eight are State universities or State colleges, 2 are municipal universities, and 1 is a privately controlled college; allotments to this group total over \$16,500,000. Twenty-four State teachers colleges receive over \$3,200,000. Five Negro colleges receive nearly a half million dollars. Nine junior colleges and four professional schools receive over \$2,800,000. States with three or more colleges participating are: Arkansas, 6; California, 3; Indiana, 3; Montana, 4;

New Mexico, 3; Ohio, 4; Oklahoma, 4; Texas, 14; Utah, 3; Virginia, 10; 20 other States and the District of Columbia and Hawaii are also represented.

American Students' Foundation, Inc.—This new organization, located in the R. K. O. Building, Radio City, New York, is nonsectarian, nonpolitical, and non-profit making; incorporated April 1934 for the purpose of creating a widespread desire for vocational and college training for the boys and girls of America; furnishing information about schools and colleges; and providing scholarships and ways and means of earning educational funds. The foundation has three arms—its scholarships, its memberships, and its year book. Scholarships will be solicited from financial, industrial, and mercantile institutions, civic and social bodies, and individuals; funds so given will be applied in their entirety. Memberships are of two types—subscribing memberships are \$5 per year, half of which is immediately credited to open scholarship funds; associate memberships are \$3, of which \$2 is a scholarship credit to the student making the sale. Variations of the plans are described in the 308-page year book (\$1.50) recently published. The year book also includes comprehensive information about \$30,000,000 in scholarships for many of the colleges and universities accredited by the Association of American Universities, and is designed particularly for the student now in high school and who cannot afford to pursue higher education without financial assistance.

Wards College Scholarships.—Montgomery Ward & Co., Chicago, Ill., has recently published a booklet "College Scholarships" explaining their plan of giving scholarship credit of 15 percent on all mail orders of \$2 or more. Special college scholarship order blanks are furnished and parents may enroll children at an early age to start earning credits. This is not a contest, but strictly a sales proposition. A school or college may be selected after sufficient scholarship credit has accumulated.

Bennington College, Vermont.—Under the Bennington plan, the college closed last Christmas until the end of February, allowing 230 students to gain 2 months of practical experience in the fields of

their main interest in this country, in Europe, Mexico, and Bermuda. Each girl has her own "winter project"; these range from the study of marine biology at the Bermuda Station of Biological Research, to work in a factory at \$10 per week. Most of the students in the music division are attending concerts in New York and Boston, and will present critical reports upon their return to Bennington. Students of the dance are working in well-known private studios. Art students, two of whom have commissions for portraits, are likewise continuing in private studio work. Some have apprentice jobs in architects' offices and one is working on municipal housing projects in New York. Those interested in dress and textile design are studying in New York schools. Those majoring in the drama have apprentice positions with the Theater Guild in New York and Cleveland. Students of the social studies have obtained work in nursery schools, settlement houses, in factories, with the F. E. R. A. in Washington, at the League of Nations Association, and the Institute of Public Administration in New York. Two have apprentice teaching positions in private schools. One is working in a news agency and another in a bank library translating documents from South America. Several are traveling in Europe and a party is visiting Mexico. Science students have positions in various clinics, hospitals, and laboratories. The faculty also is profiting from this winter recess, giving time to travel, study, research, and writing.

The length of the academic year is not reduced because the summer vacation is shortened and there are no Easter holidays. Time is really gained since students work during vacation in their chosen fields of interest and each is in a position at the end of the period to decide whether she will continue her line of activity or whether she will shift the emphasis of her study to some other subject.

WALTER J. GREENLEAF

What Has Happened to Our Schools?

[Continued from page 131]

of land can less easily be postponed than the erection of a school, since the opportunity of acquiring a suitable site is transitory. * * * One hundred thirty-two purchases of land have been completed and nine others are likely to be completed during the next few months.

Reorganizing the school system conditions the building program and on this the committee comments:

It is one of the worst forms of extravagance to perpetuate by means of a new building a type of organization which is already outgrown or is uneconomical. Such

a procedure would lead straight to bankruptcy in any business.

The 56 school canteens in the county that provide a hot two-course meal at mid-day served 815,047 meals in 1933. The canteens are self-sustaining. The 22,345 free meals served during the year were paid for from private funds.

Secondary schools in Kent, formerly occupied almost exclusively with training leading to the professions, are adapting themselves to a situation which requires that they provide training also for industry and commerce. Some are trying alternative courses of technical and vocational types. German is gaining as a first or second language. Biology has displaced botany in girls' schools. Electricity is receiving greater attention in the science syllabus. Secretarial courses have been established in the girls' schools and commercial courses in the schools for boys.

The committee notes as a particularly happy feature of the time the general increase of public interest in education. This is shown in the greater number of parents that join and work in the parents' associations and those who make gifts to the schools of Kent. Benefactions to secondary schools during the 5 years amounted to at least £50,000.

With this brief summary of the Kent education committee report, I commend to boards of education in the United States the idea of making a record of their work during the depression years.

Since Last We Met

[Continued from page 121]

summary was divided into sections adaptable for use as releases to newspapers. Wide margins and large-size type make the survey report easy reading. Halftone illustrations and picture graphs capture attention.

Have you seen the attractive new map of the History of Secondary Education drawn by Ernest Watson who makes the covers for *Scholastic* magazine?

And speaking of maps—the January issue of *Better Homes and Gardens* carries an interesting article, "Maps Decorate and Teach," suggesting that maps be used on walls in the home, "for knowledge and family fun."

January *Architectural Record* is entirely devoted to astonishing proposals for a new deal in schoolhouse planning.

Measurement Today

TWO articles in the *Journal of Educational Research* for December 1934 bear on the problem of failures in the elementary school. One by Dolch on *The Efficiency of Primers in Teaching Word Recognition* approaches the problem of first grade learning through an investigation of first grade reading vocabulary. This study shows that pupils in the first grade are not all of the same readiness for first grade work. The other article is an editorial entitled "The Cumulative Effects of the Policy of Nonfailing." This describes the problems arising from passing pupils through the grades without regard to absolute attainment. Both these articles show that there are two important problems related to this new policy of promotion: First, that pupil failure should be kept at a minimum. Second, that instruction provided pupils of lower learning ability must be adapted not only in the elementary school but also in the high school and college. As is pointed out in Brueckner's editorial, at present pupils are being passed through the lower schools into classes in secondary schools for which they are not prepared.

The ability to use an index and a dictionary becomes more important in school as we get away from strict textbook learning. In adult life it has been an important ability for some time. Timely tests of this ability are those developed by Philip A. Boyer and Harriet Bartelme, of the division of educational research of the Philadelphia public schools and the Iowa Silent Reading Tests, Advanced Test, published by the World Book Co., Yonkers, N. Y. In each of these tests there is a reproduction of an index, and in each there are questions designed to test the use of this index.

A technique for determining interest in any set of activities has been reported upon in the *Educational Research Bulletin* (Ohio State University) for November 14, and December 12, 1934. The test was developed through the method of paired comparison—that is, the pupil is asked to tell which of two activities he prefers. The method was found to have considerable reliability for groups of pupils. No claim is made for use with individual pupils. By this method teachers may be able to get at the interests of their classes, which in turn can be made to bear upon the curriculum content and methods of presentation. DAVID SEGEL

Vocational Summary

[Continued from page 132]

theory and related subjects—science, mathematics, and drawing. Instruction is alternated so that the student spends one week in the shop and the following week in related and nonvocational subject classes. As a part of their instruction, students learn to estimate the cost of repair jobs brought to the school shop. A machine received for repair is dismantled by the students, necessary repairs tabulated, manufacturers' catalogs consulted for costs of parts, and the owner given an estimate. Graduates of the electrical appliance course at Allegheny School, eager to keep abreast of improvements in appliances, are now returning for additional instruction in night classes. Plumbers and steamfitters, auto mechanics, and weather strippers, also, who are being called upon to install and service air-conditioning systems, are enrolling.

Her own shop

How a Louisiana girl—a graduate from a vocational home-economics course—capitalized her training is told in a recent letter from the home-economics supervisor in that State. This resourceful individual, who lost her position with a local store (\$8 per week), returned to her home and began making clothing for other people. So successful was her venture that she set up her own little shop, in which she now employs two persons. Skill developed during her homemaking course in designing and making clothing is now an asset in building up a growing business.

Regional conferences

The schedule for regional conferences in vocational education and vocational rehabilitation for 1935, arranged by regional agents of the Federal Office of Education, is as follows:

Agricultural conferences

North Atlantic region, Washington, D. C., April 16-19; Central region, Chicago, Ill., April 8-11; Pacific region (joint conference on agriculture, trade and industry, and home economics), Salt Lake City, Utah, May 27-31.

Trade and industrial conferences

North Atlantic region, New York City, May 23-24; Central region, Chicago, Ill., April 16-19; Pacific region (joint conference on agriculture, trade and industry, and home economics), Salt Lake City, Utah, May 27-31; Southern region, Knoxville, Tenn., April 23-26.

Home-economics conferences

North Atlantic region, Atlantic City, N. J., Feb. 18-21; Central region, Chi-

cago, Ill., April 8-12; Pacific region (joint conference on agriculture, trade and industry, and home economics), Salt Lake City, Utah, May 27-31; Southern region (place to be arranged), April 29-May 3 or May 6-10.

Vocational-rehabilitation conferences

New England States, Springfield, Mass., May 13-15; North Atlantic region, Philadelphia, Pa., May 16-18; Southern region, Chattanooga, Tenn., June 17-20; Central region, Chicago, Ill., May 27-29; Pacific region, Portland, Oreg., June 3-6.

Tennessee and Maine

[Continued from page 134]

first meeting divided its work so as to discover potential economies in the operation of the schools and needed changes in the basic financial structure. Dr. Paul Mort, director of the School of Education, Teachers College, Columbia University, directed the research staff in collecting and analyzing the data.

The report states that savings in instructional costs of approximately \$500,000 could be made through the following course of action:

[1] Elimination of small classes in special subjects, [2] the elimination of other small classes where this can be done without hampering the educational services, and [3] removal of the present provision of the law requiring the acceptance of 5-year-olds. The other savings are [1] in the removal of excess janitorial service in a few schools, [2] in improvement in purchasing fuel and supplies, [3] in the methods of handling insurance, [4] in the method of handling transportation, and [5] in the consolidation of schools.

The total savings would amount to approximately \$750,000, or about 7 percent of the total cost of education in the State. It is, however, pointed out that the wisest procedure for the communities concerned would be, in many instances, to use their savings for extending services, broadening educational opportunities, and paying more attention to individuals.

The commission recommends an ultimate and an immediate program for financing the schools of the State. The ultimate program recommended is as follows:

1. Present State-aid grants should be restored to the 1930-31 level.

2. Substitution for the present equalization provision of a more far-reaching equalization provision bringing about the equalization of the burden of an educational program comparable to that offered by the average community in 1930. Such a program would cost \$45 per elementary pupil and \$76 per high-school pupil, with corresponding grants for transportation, nonresident tuition, and subsistence. The amount of State aid granted each community should be sufficient to make possible such a foundation program with a local tax of 7.3 mills on the equalized value of property.

3. All new State aids as well as present State aid should be raised by taxes other than the property tax.

4. The property tax should be further relieved by the substitution of new taxes for other State purposes sufficient to reduce the State-wide property tax to 2 mills, more or less, according as the economic conditions of the State permit.

The immediate program recommended consists of six steps which are designed as practical and easy steps for the gradual development of the ultimate program outlined above.

Subscription Blank

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Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance [check or money order] at time of ordering.

ALASKA Fishery and Fur-Seal Industries in 1933. 312 p. (Bureau of Fisheries.) 10 cents.

Report of the work of the Bureau of Fisheries in Alaska, especially in regard to these industries. (Geography; Economics.)

Information Concerning the Purposes and Policies of the Division of Subsistence Homesteads. 12 p., illus., rotoprinted. (Federal Subsistence Homesteads Corporation, Bulletin 1.) Free. (Civics.)

Farmhouse Plans. 70 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1738.) 10 cents.

The farmhouse plans presented in this bulletin were developed in connection with the Farm Housing Survey made in the spring of 1934 by the U. S. Department of Agriculture and the agricultural colleges of 46 States, with funds provided by the Civil Works Administration. Working drawings for building the houses shown in this bulletin are available from the extension services of the State agricultural colleges. In most cases a small charge is made for the drawings. (Manual training; Home economics; Civics.)

Telecommunication Convention, General Radio Regulations, and Final Radio Protocol Between the United States of America and Other Powers, and Additional Radio Regulations. 324 p. (Department of State, Treaty Series No. 867.) 20 cents.

Report of the International Telecommunication Convention held in Madrid (in both French and English). (French; International relations.)

Meat Dishes at Low Cost. 14 p., illus. (Department of Agriculture, Miscellaneous Publication No. 216.) 5 cents.

Because of last summer's drought, more skill in cooking meat and in devising good combinations with other foods is necessary. Home Economics teachers will find a number of helpful suggestions and recipes under the headings: Braised steaks and chops, pot roasts and stews, low-priced roasts, ground meat, sausage and salt pork, quick dishes with left-overs and canned meat, etc. (Home economics.)

Quality Guides in Buying Ready-Made Dresses. 8 p. (Department of Agriculture, Leaflet No. 105.) 5 cents.

Summary of the more important points to consider in selecting ready-made dresses, such as: Judging the quality of the fabric and the quality and cut of workmanship. Gives 9 points to look for when buying a dress. (Home economics.)

List of References Relating to Notable American Women. 76 p., mimeog. (Library of Congress, Division of Bibliography.) Free.

A representation of women notable in the various fields of activities from colonial times to the present day. The references have been limited almost entirely to books. (History; Library science.)



Courtesy Bureau of Mines.

Oil Wells.

(See reference: *Petroleum—the Liquid Mineral*)

United States Government Manual. Looseleaf. (National Emergency Council.) \$2.

Simplified guide to Government procedure and all Federal services, both permanent and of an emergency character. (Social science; Civics; Library science.)

Price Lists (Free): Government periodicals, No. 36; Birds and wild animals, No. 39; Irrigation, drainage, and water power, No. 42; Census publications—Statistics of population, agriculture, manufactures, and mining, with abstracts and compendiums, No. 70; Children's Bureau and other publications relating to children, No. 71; Government publications of use to consumers, No. 76. (Government Printing Office.)

The following illustrated publications have been issued by the Pan American Union and are available at 5 cents per copy. Orders should be sent to the *Pan American Union, Washington, D. C.:*

American City Series.—Lima—The City of the Kings. No. 17-A. 31 p.

American National Series.—Bolivia. No. 2. 30 p.; Guatemala, No. 10. 29 p.
Commodities of Commerce Series.—Acres of Asphalt. No. 1. 28 p.

Film

Petroleum—the Liquid Mineral. 4 reels, silent. Size: both 16 and 35 mm.

Visualizes the production and refining of oil and the distribution and use of refined petroleum products. The opening scene shows a party of geologists exploring the Canyon of the Colorado River in search of oil-bearing formations, the setting up of the superstructure of an oil well, and the use of the diamond drill in obtaining cores of underground formations. This film is available from the Pittsburgh Experiment Station of the United States Bureau of Mines, Pittsburgh, Pa. Exhibitor pays transportation charges. (See illustration on this page.)

Film strips

Film strips are available on such subjects as farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, farm economics, farm engineering, home economics, and adult and junior extension work. Lecture notes are provided with each film strip purchased. A list of available film strips and instructions on how to purchase them may be obtained by writing to the Office of Co-operative Extension Work, U. S. Department of Agriculture, Washington, D. C.

Traveling exhibits

The following traveling exhibits are loaned to teachers by the Forest Service for periods of from 2 to 3 weeks. The borrower must pay transportation charges (an exhibit weighs 7 or 8 pounds), and be responsible for the material while in his possession:

Forestry in Nature Study.—32 enlarged photographs arranged in 8 series of 4 pictures each, showing forest areas and their growth, bark, buds, flowers, seeds, forests of the United States, enemies of the forest, friends of the forest, etc.

Our Forests: What They Mean to Us.—32 enlarged photographs arranged in 8 series of 4 pictures each, showing special features of forest work, forest conditions, and administration and use of the National Forests.

Farm Woodlands.—28 enlarged photographs arranged in 7 series of 4 pictures each, showing farm woods, their management, products, how they benefit the farmer, etc., prepared especially for the use of rural and agricultural schools.

Each series of four pictures in these exhibits is arranged in panel form with eyelets at the top for hanging. The smaller exhibits, those of 28 enlargements, cover a wall space about 4 feet by 9 feet; the larger ones of 32 enlargements require a space approximately 4 feet by 10 feet.

MARGARET F. RYAN

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Many Federal Office of Education publications have been very popular. Sales of nearly a score of them have ranged from 2,000 copies sold to more than 2,000,000 copies sold. Some of the "best sellers" are listed on this page.



<i>Title</i>	<i>Number Sold</i>
Classroom Weight Record (5c, \$3 per 100)	2,038,361
Diet for the School Child (5c)	277, 600
Guidance Leaflets (Series of 18, 5c each)	163,119
National Survey of Secondary Education Monographs (Series of 28, \$5.05 per set)	90,000
The Lunch Hour at School (5c)	56,936
Teachers' Guide to Child Development (35c)	12,737
Coal Mine Ventilation (10c)	20,632
Coal Mine Gases (15c)	18,140
Light Frame House Construction (40c)	19,161
Educational Directory, 1934 (Out of Print)	10,638
Deepening Crisis in Education (5c)	8,128
Activity Program and Teaching of Reading (20c)	6,243
Self-Help for College Students (15c)	5,653
How the World Rides (25c)	6,406
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Training for Aviation Mechanics (35c)	3,038
Home Project in Homemaking Education (15c)	3,105

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Cost of Going to College (5c)
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